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ABSTRACT

This is the final report describing a supervised program of self-instruction in critical languages at the undergraduate level. The project was begun at a single college in 1963, was expanded to a statewide basis in 1966, and was again enlarged to run on a national basis in 1969. In 1971-72, over 1,000 students were enrolled in these programs at about 45 colleges across the country. The primary method employed in this project was the initiation of self-instructional programs on individual college campuses in order to examine such factors in self-instructional language learning as motivation and aptitude, suitability of existing materials, the roles played by campus coordinators, tutors, and outside examiners, and problems of interinstitutional cooperation in furthering this method. The basic conclusion was that independent study of critical languages is a financially and academically viable means for the small college as well as the large university to broaden significantly their offerings of foreign languages to the carefully selected and well-motivated student. A major goal of the project was to determine the feasibility of "institutionalizing" the overall program structure to assure continuation of individual programs; this goal was partly achieved with the formation of a National Association for Self-Instructional Language Programs. Appendices contain: program data for 1969-70, 1970-71, and 1971-72; a guide to a film on self-instruction; reports on two conferences on independent language study; a checklist for CLP evaluators; and copy for the back cover of the SILP Handbook. (Author/AM)

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FINAL REPORT

Project No. 097755

Contract No. OEC-0-9-097755-4080 (014)

INDEPENDENT STUDY OF CRITICAL LANGUAGES IN UNDERGRADUATE COLLEGES

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SUMMARY

Supervised self-instruction in critical languages on American college campuses goes back a decade to the first experiments with this approach to learning other languages at Kalamazoo College. Beginning in 1966, this approach was expanded on a statewide basis in colleges in New York State. And in 1969, the program was again expanded on a national basis in an effort to determine the potentialities of and limitations to self-instruction in foreign languages through examination of factors such as student motivation and language learning aptitude, the roles of the campus coordinator of self-instruction, the language tutor, and the outside examiner, and inter-institutional cooperation.

Some 45 colleges and universities from Maine to California now offer opportunities for learning other languages to their students through the supervised, externally assessed self-instructional approach. In 1971-72, over 1,000 students were enrolled in self-instructional language courses at these colleges. Sufficient experience has been accumulated to demonstrate that this method of language learning works on a large number of geographically diffuse campuses loosely coordinated through a program structure which provides some professional guidance and advice on techniques, study materials, and examiners, and which serves as a source of inexpensively reproduced language study materials.

Experience with this project has also established that:

1. Student motivation is a far more important factor than language learning aptitude;

2. "Successful" campus programs of self-instruction require an able and energetic local faculty member committed to this approach to language learning to serve as campus coordinator;

3. Language tutors must be carefully screened, oriented, and supervised, especially during the early stages of their roles as tutors;

4. External examiners have a vital "technical assistance" or troubleshooting function to perform, in addition to assessing individual student progress and maintaining academic standards.

Problems, of course, remain to be solved. More attention will need to be given to developing standardized levels of achievement and graduated courses of study beyond the introductory level. In some languages, instructional materials, especially for self-study, are less than satisfactory. The pool of experienced examiners will need to be enlarged as the program continues to grow. And more experience needs to be accumulated with different materials and examining techniques in self-instructional programs in the more commonly taught Western European languages in which interest is just beginning to emerge.

INTRODUCTION

Amid all the current rhetoric about the need for reform in American colleges and universities is one recurring theme--make students more responsible for their own education. Typical of much of the rhetoric about diverse aspects of contemporary society which we inflict upon ourselves, the correlation between verbalization and resulting action is very low.

One striking exception to this melancholy state of affairs is the program of self-instruction in critical languages.* Here is a genuine innovation in language learning which is organized around the central proposition that the individual student should have primary responsibility for what he or she learns. The self-instructional language program has another singular attribute. Unlike many other educationally worthwhile innovations which are so costly that they cannot be sustained without continuing subsidy, self-instruction is fully competitive in economic terms with conventional language instruction.

"Self-instruction" as a method of learning another language is certainly not new. Indeed, it may be the oldest method of all, long used by travellers, merchants, and missionaries, and in more recent times, by anthropologists. But the approach described in this report and involving a supervised program of self-instruction with external assessment of student performance goes back only a decade to the U.S. Office of Education-assisted experiment conducted by Professor Peter Boyd-Bowman at Kalamazoo College in 1963-65.

The successful experience on one campus led to the second stage--a cooperative Statewide effort to introduce self-instruction in critical languages simultaneously on a number of campuses in New York, beginning in 1966. Supported by a grant from the Carnegie Corporation to the Regents of the University of the State of New York which was administered through the State Education Department's Center for International Programs and Comparative Studies, this effort was based on the academic leadership of Professor Boyd-Bowman, who moved in 1965 from the faculty of Kalamazoo College to the State University of New York at Buffalo

The cooperative character of self-instruction in foreign languages was extended still further in its third stage, which started in 1969. Under the auspices of the Council for Intercultural Studies and Programs (formerly the National Council of Associations for International Studies), an organization of a dozen regional associations of some 400 colleges

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*) "Critical languages" refer to those languages, primarily used in Asia and Africa, knowledge of which is considered important to the United States under the terms of Title VI of the National Defense Education Act and which are rarely taught in American colleges and universities.

across the United States, the self-instructional program in critical languages was undertaken on a national scale. The Institute of International Studies of the U.S. Office of Education again provided financial assistance, along with continued Carnegie support.

This report describes the effort to expand the program on a national basis, and by doing so, to learn more about the potentialities of and limitations to self-instruction in foreign languages through examination of factors such as student motivation and language learning aptitude, the roles of campus coordinator of self-instruction, the language tutor, and the outside examiner, and interinstitutional cooperation.

Many individuals and institutions have contributed to the successful completion of this project. The individual students who pioneered in this often difficult approach to language learning should be mentioned first. The campus coordinators, language tutors, and outside examiners all played vital and indispensable roles. Many college administrators provided critical material and moral support when this "novel" approach to language study was just getting started and had yet to prove itself to doubting faculty members, especially in existing foreign language departments.

The Council for Intercultural Studies and Programs (formerly the National Council of Associations for International Studies) Board of Directors and the Council's liaison representatives in different member regional associations of colleges helped in many ways to move the project along. Mrs. Marjorie Horn, Financial Aide in the New York State Education Department's Center for International Programs and Comparative Studies, struggled heroically with myriad financial and administrative details, compounded by the large number of institutions participating in the project.

But the prime mover, principal enthusiast, and guiding spirit behind this approach to language learning for the past decade is Peter Boyd-Bowman, who served as academic coordinator and consultant for the project. He and his staff at the Center for Critical Languages at the State University of New York at Buffalo constituted the nerve center for the whole network of activity across the country generated by the project. And the report which follows is based essentially on his annual academic reports as project consultant.

Ward Morehouse
Project Director

METHODS

The primary method employed in this project was the initiation of self-instructional programs on individual college campuses in order to examine such factors in self-instructional language learning as motivation and aptitude in students, suitability of existing language study materials for self-instructional use, the roles played by campus coordinators, language tutors, and outside examiners, and problems of broad-based, loosely coordinated interinstitutional cooperation in furthering this approach to language study.

Extensive data have been collected on individual campus programs and performance of individual students. These are recorded in the annual reports of the academic consultant to the project (Appendices 1,2, and 3). A revised manual for campus coordinators or directors of self-instructional programs was issued (Appendix 4) in order to explore techniques of supplementing the heretofore largely personal professional assistance and guidance of the academic consultant in implementing new campus programs of self-instruction in foreign languages. Problems with language tutors and the relationship of students to their tutors emerged early in the project and led to the preparation of a special orientation film by Professor Eleanor Jorden of Cornell University, "Do's and Don'ts of Drilling" (a guide for this film appears in Appendix 5).

Several conferences and meetings were organized during the course of the project for campus coordinators, students, examiners, and others involved in the project to orient students and campus coordinators, to take stock of the existing situation and to identify future needs, including the State University of New York at Buffalo (June 1970), University of Vermont and Kent State University (May 1971) and Cornell University (November 1971--see Appendix 6 for report). In the final stages of the project, a national conference to evaluate the progress achieved and major problems remaining in self-instructional language programs was held (see Appendix 7 for program and list of participants), and a number of individual campus programs assessed (see checklist for critical language program evaluators in Appendix 8).

A major goal of the project has been to determine the feasibility of "institutionalizing" the program structure for the project as a whole (loose coordination of individual campus programs through a central facility--i.e., the Center for Critical Languages in Buffalo) and programs on individual campuses on a self-sustaining basis to assure continuation of self-instruction in language learning after completion of the project. This has been achieved in considerable measure with the formation (at the December 1972 evaluation conference) of a National Association for Self-Instructional Language Programs (see Appendix 9 for a note on this association and the proposed constitution).

In order to expand participation in the project as the principal means of examining different factors in self-instructional language study, attention was also given to disseminating information about this approach to language learning. The project director and project consultant both spoke at a number of professional meetings, and educational conferences during the course of the project about self-instruction in critical languages, and both made numerous campus visits throughout the country. Several articles about the project also appeared in professional journals and magazines, some of which are given in the bibliography at the end of this report.

FINDINGS

Some 45 colleges and universities from Maine to California now offer opportunities for learning other languages to their students through the supervised, externally assessed self-instructional approach. In 1971-72, over 1,000 students were enrolled in self-instructional language courses at these colleges. Sufficient experience has been accumulated to demonstrate that this method of language learning works on a large number of geographically diffuse campuses loosely coordinated through a program structure which provides some professional guidance and advice on techniques, study materials, and examiners, and which serves as a source of inexpensively reproduced language study materials.

Experience with this project has also established that:

1. Student motivation is a far more important factor than language learning aptitude;

2. "Successful" campus programs of self-instruction require an able and energetic local faculty member committed to this approach to language learning to serve as campus coordinator;

3. Language tutors must be carefully screened, oriented, and supervised, especially during the early stages of their roles as tutors;

4. External examiners have a vital "technical assistance" or troubleshooting function to perform, in addition to assessing individual student progress and maintaining academic standards.

Evidence on relationship of student motivation to language learning aptitude, as measured by the Modern Language Association's Modern Language Aptitude Test, is largely based on individual institutional reports by campus coordinators and discussion of this issue at periodic conferences organized during the project, as well as student self-assessments made in 1971 (see Appendix 2 for detailed analysis of their responses to question 16). Campus coordinators report a low correlation between successful performance in self-instructional language learning and MLAT scores. Motivation, in other words, is a far better predictor of success.

The problem then becomes how to assess motivation, a phenomenon which, because it varies so much with each student, is very difficult to measure in any objective way. Successful campus coordinators who almost always insist upon a personal interview before admitting a student to a self-

instructional program, develop their own techniques for determining the seriousness of purpose of individual students. A number of campus coordinators report that they begin by trying to talk the prospective students out of participating in the program as one test of their motivation.

"Successful" programs clearly depend on effective campus coordinators. This is reflected not only in those institutional programs which have continued to flourish under the leadership of a single campus coordinator or director, but also in instances where the campus coordinator has shifted from one institution to another, starting up a second flourishing program in his new location.

Effective campus coordinators also play a key role in identifying and guiding language tutors. There has been ample evidence accumulated through the project from campus coordinators and examiners of the adverse impact which a "poor" tutor (often "poor" because he was insufficiently oriented and supervised) can have on the progress of students. One major consequence of this situation was preparation of the orientation film for tutors and students, "Do's and Don'ts of Drilling" (see Appendix 5 for a guide to the film). There has not yet, however, been enough experience with the use of the film (which, unfortunately, had to be made a second time because the original film was lost in the mails on its way to being processed, causing a delay of several months) to determine how much use of the film will help to alleviate these kinds of difficulties.

Not all institutional experiments with self-instruction proved to be successful, although the vast majority appear to have "taken." The following excerpt from the project consultant's report for 1970-71 (Appendix 2) illustrates some of the factors which lead to institutional failure:

> Experience has shown that where a program fails to "take," it can be traced to one (or more) of the following causes: (i) gross failure to follow basic guidelines as set forth in the Manual, (ii) loss of the only available tutor, (iii) departure of an able director (reasons: sabbatical, retirement, illness, new job) and his replacement by someone with no real interest in the program, (iv) failure to prepare the college to assume budgetary responsibility for the program as outside support phases out, (v) overestimated faculty-student support for non-Western area studies (rare). There have also been a few (slightly different) cases in which a language introduced on a self-instructional basis proves so popular that the administration subsequently decides to make a faculty

appointment and convert the language to a regular classroom course with open enrollment. In such cases, self-instruction clearly played an important role in bringing the language to the campus in the first place.*

*) The colleges that have dropped since 1965 are the following, all of them, interestingly enough, single-language programs only:
Earlham College, Richmond, Indiana (Swahili) - no tutor
Goddard College, Plainfield, Vermont (Swahili)
Montana State University, Bozeman, Montana (Chinese) - became classroom course
Randolph-Macon Woman's College, Lynchburg, Va. (Japanese) - became classroom course
Sarah Lawrence College, Bronxville, New York (Chinese) - became classroom course
State University College/Fredonia, N.Y. (Japanese) - failed to follow format of Manual
West Virginia Wesleyan College, Buckhannon, West Virginia (Hindi) - no tutor.

Experience with self-instruction in foreign languages through the project has also demonstrated that the function performed by examiners is much more than simply assessing individual student progress. They have a critical role to play in maintaining academic standards, a constant problem with an "innovative" program like this always viewed with suspicion by more traditionally minded college faculty and administrators. But perhaps most of all, the examiners play a key troubleshooting or technical assistance role. Being experienced teachers of the languages being studied through the self-instructional program at neighboring universities, they are able to diagnose problems with individual students and their tutors which campus coordinators, ordinarily being unfamiliar with the languages being studied, cannot do. Thus, whatever alternatives may yet emerge to present the present pattern of direct oral examination of each student by an examiner, this kind of personal contact between the examiner and the students will remain a feature of the most effective self-instructional programs.

During the course of the project, different patterns of examining were tried, including use of tapes and telephone. None of these tests proved conclusive, although a midsemester critique by tape was used with some effectiveness by seven colleges in 1970-71 with Eleanor Jorden of Cornell, the examiner in Japanese for these colleges. Standardization of levels of achievement in self-instructional language programs remains a task yet to be accomplished but may be more feasible as numbers of students in certain widely studied languages under the program like Chinese and Japanese increase.

One of the other objectives of the project was to explore the feasibility of establishing regional "subnetworks" for self-instruction in critical languages. Despite the emergence of some regional level activities (for example the regional conferences for campus coordinators and students held in May 1971), experience with the project leads to the conclusion that the national "program structure" which has emerged is probably more logical. Regional associations of colleges can do much (and did in the project) to spread interest in this approach to language study, and regional locations have been selected as distribution centers for the orientation film, "Do's and Don'ts of Drilling," to facilitate its dissemination. But the maintenance of a repository of language study materials and the professional assistance provided by the project consultant through the Center for Critical Languages at Buffalo are more logically done on a national basis. This pattern will be continued in the future through the National Association for Self-Instructional Language Programs, the secretariat for which, at least initially, will be housed in the Center for Critical Languages in Buffalo.

Substantial data on course enrollments and student performance are given in the annual reports of the project consultant (Appendices 1, 2 and 3). Data on individual students were extensively collected through a questionnaire distributed during the 1970-71 academic year. Some 375 replies were received and tabulated in Appendix C of the 1970-71 annual report (Appendix 2). The major findings are described in the following excerpt from that report.

> ...The five most commonly checked reasons for applying for admission to the program were (1) cultural interest--80%, (2) desire to travel--58%, (3) intellectual challenge--44%, (4) career goals--39%; (5) belief in the growing importance of the non-Western world--39%.
>
> Roughly two of every three participants said they had wished to study a non-Western language prior to applying, and 96% reported that their interest in this language had either increased (64%) or been sustained (32%) since they entered the program.
>
> Over 90% of the students judged the program either very successful (41%) or at least moderately successful (54%).
>
> Asked to compare their work in the program with their other courses, a majority (54%) of the students claimed it was more rewarding, while another 38% said it was about the same. But on the subject of relative difficulty, opinions

varied widely with some saying it was less time consuming and easier, some that it was about the same, and a small plurality that it was more time consuming and harder. (Interestingly, it was the latter group that tended also to find the work more rewarding.)

Nine students out of ten felt that the goals of the program (basic mastery of oral skills equivalent to one or more years of formal instruction) are attainable. Given these goals, only 5% felt that not having formal instruction in the language was a severe handicap. Another 21% said it was a moderate disadvantage, another 20% only a slight disadvantage, another 32% said they found it an actual advantage! Over 90% of the students responding favored continuing the program in other years, and some of these even underlined the word YES several times or added exclamation marks. Knowing what they did about the program, 87% of the students said that they would take it over again, while only 1% said they would not. Asked whom they would recommend for such work, 83% checked majors with a cognate (i.e. area studies) interest, 75% checked language majors, 60% said juniors, 59% said sophomores, an equal number (55%) checked seniors and freshmen, while 39% recommended other categories as well. Asked to rank what they considered the most important factors for success in a self-instructional language program, the students put motivation in first place, followed in second place by self-discipline, and by enthusiasm and a good ear in third and fourth respectively. As for the most important qualifications of a successful tutor, they were ranked as follows: 1) native command of the language, 2) insight into language learning problems, 3) patience, 4) enthusiasm.

The student profile revealed that a slight majority of the students responding were female (58%), and that while 58% of the students were concentrated in the expected 19-21 age bracket, ages ranged all the way from over 30 to as young as 12 (a precocious student at Calasanctius Prep School)! Academically there was a fairly even distribution among the four undergraduate years, with slightly fewer freshmen and slightly more sophomores than either juniors or seniors. Only 2% of the respondents were graduate students. Of the 21 languages reported studied by our 375 respondents, by far the most popular were Modern Hebrew (24%), Japanese (23%) and Chinese (22%), followed at a distance by Portuguese (7%), Swahili (5%), Arabic (4%), Hindi (3%) and Italian (3%). Thirteen other languages were listed by from 1-7 students apiece.

Most of the students reporting were on the semester system, under which 71% had completed a first semester level, 45% a second, 16% a third, 7% a fourth, and only 1% had gone beyond. (Since nearly half the language programs have been in existence for two years or less, and since many students do not even enter the program until their junior or senior year, these figures are not at all surprising.) Those who had received grades the previous term reported 113 A's, 82 B's, 17 C's, and 1 D. Roughly 65% of the respondents estimated that they spent a grand total of from 5-11 hours per week on the program (including tutorials), 10% claimed less, and the remaining 25% more, but I suspect that some of their estimates are highly inaccurate. (One student claimed to be spending 42 hours a week on the program, another only two!) A majority of the students (69%) had been meeting with their tutor 2-3 hours a week, 17% for only one hour, 9% for four, 3% for five, and 2% for six. As for the number of students per tutorial session, most programs appear to be observing the limit recommended in the Manual, namely, no more than four. Most of the students taking Hebrew or Hungarian reported having had some prior exposure to the language either in the home or at school. Only 72% of the respondents reported a definite major (most of the freshmen and some of the sophomores had not yet decided), but those that did declared among them an astonishing total of 69 different majors! As we expected, the social sciences accounted for over half of all the students with declared majors, with the humanities (including language majors) claiming only 22% and the natural and health sciences about 15%. These figures confirm what has been apparent all along to those involved in the program, namely, that the study of the uncommonly-taught languages serves to undergird the social sciences (history, anthropology, sociology, political science, linguistics, economics, psychology, Asian, African, or Middle Eastern Studies, etc.) rather than divert, for example, the energies of students majoring in French or German literature.

Considerable additional data on student, tutor, and campus coordinator performance were collected in the final evaluation phase through campus visits by outside evaluators and use of the checklist for critical language evaluators (Appendix 8). In all, 12 programs were assessed in this manner, and in addition, 6 more institutions completed the checklist on their own. While the checklists did not yield statistically significant results, the findings reported on the completed checklists and the reports from the evaluators provided additional evidence supporting what we had previously gathered from the student questionnaires, individual institutional reports during the course of the project, and the various conferences to which reference has already been made.

CONCLUSIONS

The basic and most obvious conclusion from this project is that, for carefully selected and well-motivated students properly supervised and examined, independent study of critical languages works. It is economically feasible (cost data are given in the project consultant's annual reports, especially the report for 1971-72--see Appendix 3) in comparison to costs for conventional language instruction. It is a financially and academically viable means for smaller colleges (and large universities too, where some of the most successful programs have emerged--e.g., Pennsylvania State, SUNY at Binghamton, and Kent State) to broaden significantly their offerings of foreign languages to include some of the major languages of the world long neglected by our institutions of higher education.

With the formation of the National Association for Self-Instructional Language Programs and the continuing existence of self-instructional language programs on some 45 campuses across the country, this approach to language learning appears to be well established and capable of moving forward on a self-sustaining basis. But it would be foolish to suggest that there are no obstacles which lie ahead and that all the problems have been resolved during the course of this project.

In the last analysis the key to a successful campus program of self-instruction in foreign languages is the campus coordinator or director. The future of self-instruction, therefore, depends on our ability to continue to identify and help able campus directors. We have been fortunate thus far in attracting to the banner of self-instructional language study an unusually high proportion of such individuals.

While self-instruction in foreign languages is economical, a properly organized and conducted program does not provide "cheap" instruction. A major problem which lies ahead for advocates and practitioners of independent language instruction is to persuade other faculty members, particularly in the regular foreign language departments, that self-instruction is not a cutrate method which produces shoddy results. By the same token, advocates and practitioners of self-instruction will have to work equally hard not to let financially hard-pressed administrators try to cut corners with self-instructional programs.

One of the most tempting places for administrators to cut corners is with external examiners. This leads to the observation that the best examiners (and again we have been blessed by having several very able, active, and conscientious examiners) not only assess the performance of individual students, but they also play a vital consultative or trouble-shooting role for both individual students and other key actors in self-instructional language programs, including the native-speaking tutors and campus directors. This means that wherever possible, examiners should visit the campus to see the program in action and should be given enough time with each student not only to measure performance but also to identify problem areas and suggest solutions.

As self-instructional language programs continue to advance, more attention should be given to developing standardized levels of achievement and graduated courses of study beyond the introductory level. In some languages, instructional materials, especially for self-study, are weak, and these shortcomings need to be remedied. In others, while the materials are good, special "guidebooks" for self-instructional students need to be prepared to help them over some of the points which give recurring difficulty. And it would be useful, perhaps in relation to developing standardized levels of achievement, to provide more implicit guidelines for campus coordinators of self-instructional language programs on when it is desirable and when essential for students to move into conventional instructional situations.

Finally, while the initiative, diplomacy, and industry of the project consultant and a relative handful of examiners and campus coordinators have been indispensable in carrying self-instruction to its present level of development, further development of the field is going to depend on broadening the circle of cooperation, especially if the approach is to be extended as now appears to be occurring, to commonly taught Western European languages at the introductory level. In this process, the officers and members of the Executive Board of the newly formed National Association for Self-Instructional Language Programs have a crucial role to play.

A manual for program directors, "Self-Instruction in the Non-Western Languages," was issued in September 1965 and reissued in revised form in December 1969. These are available from ERIC. The manual is to be reissued in revised form in the fall of 1973. Copies can be obtained from the Center for International Programs and Comparative Studies of the New York State Education Department.

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During the course of the project, several articles and reports about the program of independent study of critical languages have appeared. Some of these are listed below.

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Appendix 1

National Council of Associations for International Studies

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NATIONAL PROGRAM OF SELF-INSTRUCTION IN CRITICAL LANGUAGES

Annual Report for Academic Year 1969-70

(This program of the National Council of Associations for International Studies is supported by a grant from the Institute of International Studies, U.S. Office of Education. Professor Peter Boyd-Bowman, Director of the Center for Critical Languages, State University of New York at Buffalo, is the coordinator of the program.)

June, 1970

National Program of Self-Instruction in Critical Languages

ANNUAL REPORT 1969-70
(June, 1970)

This past year a new dimension was added to our Self-Insturctional Program (SIP) when a grant from USOE in the amount of $39,500., supplemented by a balance of over $10,000. transferred from Carnegie's earlier grant to New York State was used to expand the program on a national scale. This past year 30 new language offerings were established in 13 states, with a promise of at least 8 further offerings in 1970-71. As is well known, Carnegie's 5-year grant to New York State itself is in its phase-out stage, and virtually all outside subsidy for institutions participating in the program has already terminated.

Since it has been the goal of SIP since its inception to demonstrate the feasibility of introducing important but seldom taught languages into a college curriculum on a self-instructional basis, the acid test of its success must be measured not only in terms of the impact that such langauge study may have upon the career goals of students engaged in it (cf. our reports for previous years), but also of whether the self-instructional approach on a given campus continues to flourish after outside support has been withdrawn. It is therefore gratifying to be able to report that self-instructional language offerings have not only survived at most of the institutions where it was introduced but that at some institutions, e.g. C.W. Post, Elmira, Kent State, Oneonta, SUC at Buffalo, SUNY at Buffalo, it has even expanded, both in enrollment and in the number of languages available. At a few institutions, e.g. Geneseo, self-instruction in a non-Western language provided a vital stepping-stone for the subsequent establishment of a regular classroom course with unlimited registration.

Since the goals and methods of both the New York State and National Programs are identical -- indeed, Carnegie Funds have been invested in both - it would seem appropriate to report on both programs jointly.

The overall picture of SIP in its seventh year of existence - it has been operative ever since an original USOE grant was awarded to initiate work at Kalamazoo College, Michigan, in 1963 - has been described in statistical form in a report submitted to USOE. Since copies of this report have only just been distributed there is no advantage in repeating this here. All that remains to be added are the individual reports submitted by SIP directors, both in and out of New York State, in connection with the Annual Director's Conferenc held at Buffalo on June 5-6, and a report on the conference itself. The latter, hosted by SUNYAB's entirely self-instructional Center for Critical Languages, was scheduled as a conference for the New York State directors alone but was subsequently expanded to include some of the out-of-state programs as well, since it was obvious that many of the new out-of-state directors could benefit from exchanging ideas with directors of several years experience.

At the conference (see appended program) Prof. Boyd-Bowman gave an overall report on the year's activities and directed attention to the results tabulated from a questionnaire that was sent out earlier in the spring. Several SIP directors then gave oral résumés of the program at their own institutions.

The following morning Mrs. Marjorie Horn, the budget officer for New York's Center for International Programs and Comparative Studies in Albany, devoted the first half hour to giving advice on budgetary matters connected with the USOE program. Then Professor Eleanor Jorden of Cornell University spoke about improvements that she would like to see in the testing procedures:

She noted that in the beginning, when enrollments in Japanese were relatively small, and she had comparatively few institutions to examine, scheduling visits was easy and she was able to devote considerable time to each individual student. But rapidly expanding enrollments in Japanese at more and more places necessitates increasingly hectic travel schedules and afford her less time than she would like for each individual interview. In an effort to remedy the situation she has prepared some of her examination material to be administered on tape for evaluation after her return to Cornell.

She also noted that despite the very explicit guidelines laid down in the Manual for Directors, she had found some programs where failure to follow these guidelines was causing serious problems. While some programs were being very efficiently supervised, in others neither tutor nor students had received proper orientation and some cardinal errors were being committed. To check these early, Professor Jorden made an excellent suggestion, namely that early in the year one complete tutorial session be taped at each institution and the tape mailed to her for her comments and recommendations. In this way she would be able to

(i) detect any non-standard features in the tutor's own dialect

(ii) check out each student's pronunciation and general progress at this early stage, and

(iii) draw the director's attention to any faulty tutorial procedures and suggest improvements

Another excellent suggestion was that each student be invited to enumerate early in the year, on this same tape, any difficulties he seems to be encountering and to ask questions that are not fully answered by the text. Dr. Jorden would then reply by tape also. (It should be noted that the sample budget for the new national (USOE) program provides $60 to cover just that service, so directors are urged to implement this idea at the very next opportunity).

The perennial questions of how to evaluate quantity versus quality, absolute progress as compared to relative progress, knowledge versus effort, and the merits of variable credit, all stimulated lively discussion.

A wide range of topics were discussed, with almost everyone contributing ideas and suggestions. Among these topics were the relative advantages of reel-type tape-recorders vs. cassettes and of stereo vs. mono (Do students really bother to record and listen to their own responses?), problems of tape duplication and tape quality (both Gutiérrez at Oneonta and Auletta at C.W. Post have offered their lab facilities for reasonable requests for such duplication, at cost), selection and orientation of the native-speaking tutor, who alone can ring changes on the basic material presented on tape and force the student to manipulate such material in more varied contexts. Some portions of the courses currently being used in Hindi and Swahili were agreed to be deficient, but the idea that such shortcomings be remedied by corrections sent in to Prof. Boyd-Bowman and transmitted by him to the author, or that courses be somehow systematically re-written for self-instructional use, was discarded as impractical. SIP has no funds whatever for such purposes, nor, for that matter any staff! Dick Thompson of USOE pointed out further the enormous cost ($20,000- 40,000) involved in producing a language course of any kind, even for one of the more commonly taught languages, and the appalling curtailment of resources available to USOE for language development at the present time.

With regard to the number of units that the visiting examiner would regard as suitable coverage in a given semester, this will of course vary from language to language depending on how the course being used is structured. However, for the benefit of new directors here are some suggested guidelines to follow for certain languages (It should be emphasized that in all cases the objective is total mastery of, say, nine units rather than a shaky control of twelve):

	Total (Lessons or Units)	Time (non-intensive)
Chinese - DeFrancis, Beg. Chinese	24	1 - 1/2 yrs. *
" Beg. Chinese Reader I II	30	
Modern Hebrew - FSI Basic Course	40	2 yrs.
Hindi - Fairbanks, Spoken and Writ. Hindi	24 + (6	2 yrs.
plus Harris and Sharma, Basic Hindi	review lessons)	
Reader (Cornell U. P., Ithaca 1969) $5.75	22	
Hungarian - FSI Basic Course	24	2 yrs.
plus Hung. Graded Reader	22	
Japanese - Jorden, Beg. Japanese	35	3 yrs.
plus O'Neill, Jap. Kana Wkbk, (programmed)		
Swahili - FSI Basic Course	160	2 yrs.
plus FSI General Conversation	87 cycles	

*For the DeFrancis Intermediate Chinese and its readers, allow another 1 - 1 1/2 yrs.

APPENDIXED ARE A LARGE NUMBER OF INSTITUTIONAL REPORTS SOME WHICH WE HAVE FOUND NECESSARY TO EXTRACT OR SUMMARIZE TO SAVE SPACE.

CALASANCTIUS PREPARATORY SCHOOL:

Japanese 1970:

Lower School	20 students
Middle School	17 students
Upper School	8 students
	45 students

The eight students of the Upper School have passed very highly (A-, B, B-, C+, C, C, C-.

Hindi 1970:

Lower School	5 students
Middle School	9 students
Upper School	3 students
	17 students

The seven students tested by Prof. Charles Elliott of Cornell received: A, B+, B+, B+, B+, B-, C-.

Chinese 1970:

Lower School	8 students
Middle School	10 students
Upper School	12 students
	30 students

The four tested at the college level earned: A-, B, B-, C.

Hungarian 1970:

Lower School	6 students
Middle School	2 students
	8 students

These students, sons and daughters of Hungarian parents, all received A's. (submitted by Father Peter Masdevall).

CANISIUS COLLEGE:

This year we had 4 students in the program 3 in Japanese and 1 in Chinese. The 3 in Japanese were in the second year of the program. Both years all three were examined by Dr. Jorden. This year the grades were A, B and C. The program worked very well and the examiner said one of the students was particularly good. In Chinese the student was a senior who took Chinese for one year and received a grade of B from Professor Tseng at the State University of New York at Buffalo. He found it extremely worthwhile.

Originally Canisius College joined the program because of my interest in furthering Asian studies not only among the students but preparing particularly history majors for graduate work in this field. In the two years that the program has functioned none of the students who took it were planning to go into graduate work in Asian History. Although each one of the students were from different disciplines such as Mathematics, Classics, French, Theater, Arts, etc. they were planning to use the language later on. Next year for the first time we have several students in both Japanese and Chinese all of whom history majors and who are planning to go into graduate work utilizing the language. (submitted by Prof. Ed Neville)

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CROTON HARMON HIGH SCHOOL:

A change of administration and lack of clear decision-making caused a semester's delay in continuing our Japanese Program. As for the preceding year's students two of them left Croton Harmon High School to go on to study Japanese in college. One dropped his study because of other activities and one student of the original four is continuing. Although this student has begun to write Japanese, she is mainly concentrating on the aural-oral aspects of the language. Two new students (both 9th graders) began the program in January. They seem to be doing well and we hope they will continue in the fall. These present students will be examined in Garden City on June 2 if all goes as planned. (submitted by Miss Ann M. TenEyck).

FRANKLIN AND MARSHALL COLLEGE:

This year the self-instructional program at Franklin and Marshall offered Mandarin Chinese (two levels), Modern Hebrew, Modern Greek, Iraqi Arabic, Yiddish, Swedish and Swahili. Swahili was dropped from the program because of the lack of interest and pursuit by those enrolled in the course and was replaced in the second semester by Hindi. Students did well in all languages but Swahili and Arabic, enrollment in both of which appeared at F+M to have been influenced more by idealogical considerations than by a willingness to work. (submitted by Prof. J. William Frey)

HOPE COLLEGE:

Hope offered Serbo-Croatian for the last two semesters. It is very popular. There were 6 students admitted last fall. 5 continued in the spring. Tutors inform Professor Gearhart if students don't attend classes or if they are not doing well. He then follows through. All 5 are going to Yugoslavia this summer. Hope has a Balkan Area Studies Program with a concultant from Yugoslavia. (submitted by Prof. E. Gearhart)

KALAMAZOO COLLEGE:

Kalamazoo College has had a self-instructional program operating in various non-Western languages ever since the concept was developed there by Prof. Boyd Bowman in 1963. Beginning with Chinese, Japanese, Hindi, Swahili, Persian and Serbo-Croatian, the program has since dropped some languages and added others. This past year eleven students were enrolled in self-instructional work:

5 at different levels of Mandarin Chinese
3 in Swahili
2 in Italian
1 in Serbo-Croatian

Japanese, which has always been one of the most successful languages offered, had to be temporarily suspended this past year when the native speaker who had been expected from Japan cancelled his enrollment at the very last minute, when it was too late to recruit a substitute. The present director, Dr. Joe Fugate, Chairman of the Department of German, informed me that Japanese will definitely be reinstated next fall, when Kalamazoo College will enroll no less than 3 exchange students from Japan. He reports further that all eleven of this year's students obtained excellent grades from their respective

examiners:
Dr. James Dew of the University of Michigan for Chinese
Dr. William Johnson of Michigan State University for Swahili
Prof. Clifford Gallant of Western Michigan University for Italian
Prof. Michael Petrovich of Hope College for Serbo-Croatian

(submitted by Dr. Joe Fugate)

KIRKLAND COLLEGE:

It has been a most successful year. Chinese is at full capacity and I hope to introduce Japanese next year. One student (in Chinese) is going on to the Princeton program next year. Arabic has been problematical. I have been forced to drop Swahili because I have no native speaker. I have spent a lot of the year trying to bend admissions policy into critical language channels, and progress is slow. Hamilton has started an Asian Studies program on the basis of the Chinese. You will recall that Kirkland does not have grades though some examiners give them.

Fall 69	Chinese	10 students	(all above B)
	Swahili	2 students	(average, but no native speaker)
Spring 70			
	Chinese	12 students	(all above B - at least 3 outstanding)
	Hebrew	6 students	(all above B - 3 outstanding)
	Greek	3 students	(2 A's, 1 C)
	Arabic	1 student	(B)

(submitted Prof. Stuart Scott)

PENNSYLVANIA STATE UNIVERSITY:

In the winter term we began the Critical Language Program and had two languages: Japanese and Swahili. In Swahili 3 students began, but only 2 students finished the first level. The 3rd student had serious personal problems and could not continue. One received an A and the other a B. Japanese: we had 5 students studying. 2 were from the faculty and received no credit. No grades for them. The other 3 students received a B, a C and one a D.

In the spring term only two persons continued with Japanese. The other students left school. In addition we had 3 students who are doing very well in spite of disruptions on campus. One in Hindi, one in Swahili and one in Hungarian. Current term is not over yet. No grades.

Great number of applicants for next fall. A number of them have been turned away. (submitted by Dr. LaMarr Kopp)

UNIVERSITY OF PITTSBURGH:

The University of Pittsburgh offered Korean to from 6 - 8 students this past year with excellent results. Nearly all the students took Korean as the second Asian language after Chinese, using the Yale University course. Pittsburgh plans to continue the program next year.
(submitted by Prof. William Koenig - Regional Council Headquarters).

UNIVERSITY OF NORTHERN IOWA:

After a delay of 6 weeks we were able to start the program at the

University of Northern Iowa with 5 regular students and two faculty members in Chinese, plus 4 students in Hindi. Unfortunately, due to the initial delays in starting the program, 4 out of the 5 Chinese students dropped out before the first semester was over. In Hindi on the other hand, all the students enrolled completed the program successfully, with a grade distribution of 1 A, 2 B's, and 1 C.

Though the immediate outlook for next year is not encouraging, we are looking forward to 1971-72, which hopefully will be the year we put our Asian Studies major into formal operation. We have some improvements to make, especially in our critieria for the selection of students. This year we made the mistake of admitting some students whose goals were unrelated to Asian in any way. (submitted by Prof. Raúl Muñoz)

ST. JOSEPH'S COLLEGE:

Six students were enrolled in Chinese in the fall semester. They received two A's and four B's. Three of those students continued this spring. Two received A's and 1 a B. These same three plan to continue next year. Also we will have an additional first-year Chinese course in September.
(submitted by Prof. James Iannucci)

SKIDMORE COLLEGE:

1969-70 was the third year of our Critical Language Program and the final year in which we received Carnegie funds. I am glad to report that the Administration of the College has decided to continue the program and beginning this fall, the entire cost of the program will be paid out of the regular budget of the college. During the year under review, six students were enrolled in the program: 3 students in Chinese (Mandarin) 2 in Japanese, and 1 in Hindi. Of the 3 students in Chinese 1 studied on the elementary level, 1 on the intermediate level, and 1 on third-year level. The last one had her intermediate Chinese at Columbia University during the summer of 69 with an NDEA scholarship. All three received a grade of A this past May. There were more applicants for Chinese than anticipated and unfortunately we only had one tutor so had to turn a number of students away. One student who had had intensive summer training in Chinese (Mandarin) at Middlebury College undertook Japanese but withdrew as she did not care for the method of study. Another student began elementary Japanese and was strongly motivated. She received a B-. Our only Hindi student had begun his study of Hindi at Colgate last fall. He was given a grade of Pass due to the national student strike.
(submitted by Prof. Yu-Kuang Chu).

UNIVERSITY OF SOUTH FLORIDA:

We began a section of Beginning Japanese in September with 5 on-campus students and one lawyer from off-campus. The grades ranged from high B's. Second quarter the demand was so great we began another section with 5 students and continuing the 1st section. Beginning Japanese will be offered next year along with a section in Hindi. Mrs. Jorden is our examiner. The final quarter has not ended and so no grades are available. Grades in general have not been as high this year. U. of South Florida's Critical Language Program has the support of Linguistics, International Studies etc, particularly Linguistics. They would like to see 5 critical languages offered next year. Students are very enthusiastic, although Professor Wall seems to think he is going to have

to use more control in the future.
(submitted by Prof. E. Wall).

STATE UNIVERSITY COLLEGE OF NEW YORK AT BUFFALO:

Last year Swahili which had been offered self-instructionally the year before was expanded greatly to a classroom basis, with 90 students enrolled in 101-102. There were 7 students, however, who continued to take Swahili on an independent study basis. In the regular classroom offering there was severe attrition with only 55 continuing in the spring. As for Modern Hebrew of 25 who began independent study of the language in the fall, 24 continued in the spring on the same basis. Next year it is planned that first-year Hebrew will be self-instructional while second year will be taught by a full-time faculty member.

Hungarian: 4 students completed a year's work on an independent study basis.

Dr. Ernest Falbo, Chairman of Foreign Languages at State College in Buffalo, is enthusiastic about SIP and is planning to add Serbo-Croatian to the other languages next fall. He informed me that Dr. Donald Leuschel, Professor/Linguistics and the original SIP director at State College, is due to return this summer from a two-year leave of absence in the Far East (Japan, Thailand, and the Philippines) and will probably move to add an Asian language to the program when he resumes its directorship.
(submitted by Dr. Ernest Falbo).

STATE UNIVERSITY COLLEGE AT GENESEO:

We have hired a new instructor with a Portuguese background and with the support of our department, will now be offering Elementary Brazilian Portuguese in the fall semester on a regular classroom basis as a requirement of the Black Studies Program.
(submitted by Rose Bachem-Alent)

STATE UNIVERSITY COLLEGE AT ONEONTA:

This academic year 1969-70, the Independent Foreign Language Study Program of the Foreign Language Department at Oneonta had a total of sixty one (61) enrollments in ten (10) different languages. That figure is just three less than the program had enrolled during the whole of its first three years of operation, and just over twice as many enrollments as last year.

During both semesters all final examinations were given at Cornell University. Busses were chartered to transport the students from Oneonta to Ithaca as has been done now during the past three consecutive semesters.

In addition to the regularly enrolled students there were three non-enrolled students who had done the semester's work and had requested authorization to take the final examination with the regular group. Those three students are listed below along with the language in which they were examined and the grade they earned:

Chinese - Miss Yen Yee - 4th semester - A
Portuguese - Miss Colleen Murphy - 1st semester - B

Swahili - Mrs. Frances Sokol - 1st semester - B+

The grade distribution for the one hundred twenty five (125) students who have been examined to date in the program since its inception is as follows:

A 40, B 64, C 13, D 2, E 1, INC 4, and P 1

Languages Offered:

Fall semester (10)	Spring semester (8)
Arabic (Cairo)	Chinese
Chinese (Mandarin)	Greek
Greek (Modern)	Hungarian
Hindi	Italian
Hungarian	Polish
Italian	Portuguese
Polish	Swahili
Portuguese (Brazilian)	Vietnamese
Swahili	
Vietnamese	

(submitted by Prof. M. Gutiérrez)

STATE UNIVERSITY OF NEW YORK AT BUFFALO:

The Center for Critical Languages has grown enormously this past year. Following is a list of the languages offered at Buffalo along with the enrollments for the spring semester just concluded:

Modern Hebrew	62*	(20 males	36 females)
Hindi	5	(4 males	1 female)
Hungarian	8	(5 males	3 females)
Japanese	17	(8 males	9 females)
Swahili	7	(3 males	4 females)

Total enrollments (spring only): 99
*this figure includes 6 students taking 2 semesters of work in one.

Though the Center has ceded prime responsibility for Arabic and Chinese to two new faculty members, it continued to accommodate some of the more advanced students on a self-instructional basis. This year two of the Center's students applied for and received NDFL grants for summer study, one in Hindi (at Rochester) and one in Arabic (Berkeley-Cairo).

Because three weeks of violence and vandalism disrupted the normal functioning of the University during the spring and resulted in an optional dismissal, most elected the pass-fail option in lieu of examinations, and evaluation is therefore difficult. However we did record the results obtained by those students who elected to stay and be examined.

Modern Hebrew	A+, 10 A's (one examined by phone!)
Hindi	A
Japanese	A-, B+, B+, C+
Swahili	B, C+

Persian has been announced and will definitely be offered next fall. The

Center anticipates a total enrollment of 120 students for the fall semester of 1970-71. Fully two thirds of all SUNYAB's SIP studies now use their own tape recorders.
(submitted by Prof. P. Boyd-Bowman)

VASSAR COLLEGE:

Our program started in 67-68 with two students in Beginning Japanese. In 1968-69 we added Modern Hebrew and restricted the number of students to six. For a semester this year we had only two students in Japanese (one in First year and one in Second year) and only two students in Hebrew (Second year). Since no students elected to take Beginning Hebrew this year Hebrew has been dropped from the program for 1970-71. Arabic was offered this past semester and eleven students, all freshmen and sophomores, elected Beginning Arabic. 8 of the 11 will take second semester Arabic and 8 will also take first semester. Since the students petitioned to have Modern Hebrew next year we are offering it. We anticipate an enrollment of 4 students. We have 5 students enrolled in First year Japanese next year. and one in Second year.

Grades:

Japanese, First year: A- (a-semester); B+ (b-semester)
Second year: Pass (C+) (a-semester). Pass (D) (B-semester)

Hebrew, Second Year: a-semester, 2B's
b-semester, 1A, 1 Pass

Third semester: 3 A's
1 B

Arabic, First semester: 1A
1B+
5 B
1 B-
1 C+
2 C

(submitted by Prof. Mary Corcoran)

WELLS COLLEGE:

This was Wells College's first year in the Critical Languages Program. Two languages, Japanese and Hindi, were offered: There were no students who elected Hindi; three chose to study Japanese. Wells is close to Cornell University, and we were fortunate in finding an excellent tutor who came for a weekly session of two hours with our students and who understood from the beginning his role in the program. The language lab was open at all hours to these students.

Wells operates on a 4-1-4 term basis. Two students studied Japanese for the fall and spring terms and covered Lessons 1 through 11. The third students chose to spend the short winter term also concentrating on Japanese and was able to finish Lesson 18, thus covering in one year the equivalent of a year and a half. Their final grades were a B-, and a B+ and an A. All three girls proved to be highly motivated and hard-working.

Next year we will offer first- and second-year Japanese, and either first-year Chinese or Swahili. We feel that Wells has gotten off to a good beginning in the program with a successful year.
(submitted by Mrs. Kathryn Marshall).

OHIO WESLEYAN UNIVERSITY:

In their first term there were 5 students enrolled in Beginning Portuguese and 2 faculty also. They were fortunate in having an excellent tutor from Brazil who seemed to do everything just right. Japanese didn't go so well - 1 student received a B in the fall and then a D+ in the spring. She should have been properly motivated since she had been to Japan. Perhaps the tutor isn't good enough. He would not take suggestions.
(submitted by Dr. Janet Ragatz).

ELMIRA COLLEGE:

According to Dr. James Mittelstadt Japanese at Elmira had 9 students this semester with results as follows: 4 A's, 2 B's, 1 C, 1 D, 1 dropped. There also were 2 students in Hindi; 1 receiving an A, the other an Incomplete. 2 Hebrew students; both receiving A's.

Elmira was extremely pleased to have two of their Japanese students win awards to Princeton for their Junior year. One other Japanese student is going to Japan for the summer. (submitted by Dr. James Mittelstadt)

UNIVERSITY OF VERMONT:

The University of Vermont has completed a successful year in both Japanese and Serbo-Croatian. For Japanese there was an enrollment of 5 students, the tutor being the wife of a Japanese medical resident. Though there were some difficulties at the beginning of the year in securing the textbook which was temporarily out of print, and though one student failed the course completely in the end of the first semester, all the others completed the second semester with grades of C or better from Dr.Eleanor Jorden herself.

As for the Serbo-Croatian the 5 students were tutored by the wife of a native-speaking faculty member, Dr. Paul Pagnuzzi, who later served as examiner. All 5 students were rated B or better. Both languages are to be offered again next year with new students joining the program at that time. There is also interest in the possibility of adding Mandarin Chinese on a SIP basis also. (On behalf of the director Professor Truman Webster who is out of the country the following report was submitted by Dr. George Little, Director-World Affairs Center - University of Vermont).

AMHERST SENIOR HIGH SCHOOL:

Swahili - 3 students
1 took it for high school credit only: the other 2 were examined by Prof. Elliott and received B's.

Japanese - 2 students
Both students were examined by Dr. Jorden; 1 received a B+ and Dr. Jorden indicates she has great ability. The other received a C.

The students in general were very enthusiastic about the program. The problem now is to see if the School Board is going to have funds available

for the upcoming school year. 4 of the students would like to continue, but at the moment everything is uncertain.
(submitted by Mr. Richard McLaughlin).

GODDARD COLLEGE:

There were 3 permanent students who completed Swahili during the year, tutored by a student from Kenya. The examiner came in December from Columbia and all students passed at that time with grades of satisfactory. No examinations in the spring because of the national student strike. Since Dr. George Moseley the director is leaving Goddard, next year Swahili will continue as a classroom course.
(submitted by Dr. George Little- University of Vermont)

KENT STATE UNIVERSITY:

At Kent we take a slightly different view in that we do not try to make the Critical Language Program an exclusive one. We are beginning to advertise it widely, but then we are critical of the people we do admit. We want to let those people who are really interested know that courses are available. We are attempting to move toward a regular standard for admittance. A weakness of last year's program was that we had assumed that natural motivation was present. There always is the possibility present that people are taking the course because it is a fad, etc. There was an average of 20-25 students in the program each quarter. The languages offered were: Chinese, Japanese, Swahili and Yoruba. We had a small number taking Yoruba, but this we had anticipated. We offered it because Kent State has an institutional connection with a university in Nigeria (Ibadan). We consistently found that we had more students for Chinese than for any other language. Students at all levels. We were not surprised at this but gratified. Next fall we will be adding one other language to our present offerings, which will be Hindi. We have 2 further languages in the offing, first Hausa, which we have not pushed because Dr. Boyd-Bowman has indicated that the caliber of linguistic materials available is not too high. We are hopeful that this will improve. The second is Persian (Farsi). No doubt there will be strong pressure within the next 6 months to include this language. Again, Kent has institutional connections with an Iranian University. The administration has been supporting the program. Proof of this fact is that the Critical Language Program will be given office space! We are printing an announcement of our program which will be available at all registration tables for the summer session. We hope to be able to make it available in the packets that are sent out to new students in which we indicate the requirements for admission to the program.

Mrs. Jorden made an excellent suggestion: students who cannot commit themselves for 3 quarters probably are not sufficiently motivated. This requirement is included in our interview system, which also includes questioning on high school background and language experience. Kent will not admit students to the course who would take more than 18 hours, discourages everyone who has less than a 2.5 average. Prof. Colton is most anxious to move to build financial support for the program as a part of the regular school budget. They are extremely careful in tabulating the cost of the program per year. They did spend more than was anticipated because they used tutors more individually; that is, the students who were working slowly were not in the same tutorials as those advancing rapidly*. One student

who had received a C in the winter, received an A in the spring, which is definitely very encouraging so they plan to continue this practice. Use of Cassettes seems to be very worthwhile also. Students may carry them anywhere and even use them while driving.

We expect to have approximately the same number of students next year (perhaps a bit higher). (Submitted by Prof. Kenneth Colton).

*Nor should they be. See bottom of p. 8 of the revised Manual. (PBB).

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Appendix 2

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NATIONAL PROGRAM OF SELF-INSTRUCTION IN CRITICAL LANGUAGES

Annual Report for Academic Year 1970-71

(This program of the National Council of Associations for International Studies is supported by a grant from the Institute of International Studies, U.S. Office of Education. Professor Peter Boyd-Bowman, Director of the Center for Critical Languages, State University of New York at Buffalo, is the coordinator of the program.)

NATIONAL PROGRAM OF SELF-INSTRUCTION IN CRITICAL LANGUAGES

Annual Report for Academic Year 1970-71

by Peter Boyd-Bowman, General Coordinator

American college students who study non-Western languages rarely do so just to satisfy a graduation requirement. It is no surprise, therefore, that the same dropping of requirements that accounts for recent falling enrollments in some commonly taught languages like French and German has had no discernible effect upon the growth of our program.[1] Supervised self-instruction, requiring only commercially available taped course materials, native-speaking drillmasters or tutors (recruited from among the foreign students on campus), and periodic evaluation by highly qualified outside examiners, has never depended upon large enrollments to compete, either economically or academically, with the highly inefficient and unimaginative process by which foreign languages are usually taught in the conventional classroom. Indeed, the current emphasis on budget cutbacks, coupled with a hard reassessment of past educational goals is, if anything, convincing more people than ever that for the truly motivated student of a language--any language--supervised self-instruction is by far the most efficient way to learn. Thanks to supporting grants (initial only, of course) from the U.S. Office of Education, and "seed money" from various foundations (especially the Carnegie Corporation of New York),[2] our basically simple program has since 1963 experienced such spectacular

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[1] The fall 1970 Survey of Foreign Language Registrations in U.S. Institutions of Higher Education, conducted by the MLA under contract with the USOE, indicates that while enrollments in all the major Western languages except Spanish, Italian, and Portuguese have dropped significantly since 1968 (French off 11.9%, German off 13.4%, Russian off 17.1%, Latin off 22.7%, and classical Greek off 33.6%, enrollments have during the same period started to increase substantially in Arabic, Chinese, Dutch, Hausa, Hindi, Hungarian, Indonesian, Japanese, Norwegian, Persian, Polish, Portuguese, Serbo-Croatian, Swahili, and Thai, in some cases even tripling or quadrupling. The new trend is unmistakable, and forward-looking college administrators will need to make some important commitments in the light of it.

[2] Overall support for research and implementation of the concept of supervised self-instructional language learning, from all Federal, State, and foundation sources--I speak only of grants I have been personally involved in--has to date exceeded $334,000, or roughly a third of a million dollars. Over the years, the two major sources have been the Carnegie Corporation ($167,750) and the USOE ($141,000).

growth[3] that this past semester alone 43 U.S. colleges and universities,[4] plus 3 enterprising secondary schools,[5] screened and enrolled for full credit in at least 30 different languages[6] a grand total of over 850 students. Such figures are even more significant when one considers that at many of these institutions several different levels of a language are being pursued at the same time, often with only one or two students at each level. The flexibility and basic efficiency of self-instruction, and its capacity for survival and continued growth even in our present climate of economic drought, are further demonstrated by the fact that fewer than half of the current self-instructional language offerings still receive even token outside support. Not only were most of the initially funded programs subsequently incorporated into their institution's own regular operating budget, but on several campuses faculty and student interest with administrative backing have caused one or more additional languages to be offered on a self-instructional basis without any outside funding at all. In fact we know at least two self-instructional programs, modeled closely upon our own, that from the very beginning have requested no outside support whatever.[7]

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[3] It was developed initially with USOE funds at Kalamazoo College, Michigan, a small but enterprising liberal arts college where I headed the Foreign Language Department from 1955-1965. During a two-year period (1963-65), 26 select undergraduates each studied Chinese, Japanese, Hindi, Persian, (Brazilian) Portuguese or Swahili for from 1-2 years with results that far exceeded the expectations of students and examiners alike. Several of these original students followed up their language work with appropriate residence overseas or won fellowships to leading language and area centers in the U.S. (Under the able direction of my successor, Dr. Joe Fugate, supervised self-instruction has played an important part in Kalamazoo's language curriculum ever since.)

[4] See Appendix A

[5] See Appendix A

[6]

Afrikaans	Hungarian	Serbo-Croatian
Arabic	Indonesian	Spanish
Chinese	Irish (modern)	Swahili
Danish	Italian	Swedish
Dutch	Japanese	Thai
French	Korean	Turkish
Greek (modern)	Persian	Vietnamese
Hausa	Polish	Welsh
Hebrew (modern)	Portuguese	Yiddish
Hindi	Russian	Yoruba

[7] They are the multi-language program administered by Western Michigan University's Department of Linguistics and a new two-language program at Cal State at Fullerton.

As pointed out on Page 14 of my Manual, the average cost of operating a regular credit self-instructional program in one language (including tutorials and expert outside examiners but not the initial investment in tape recorders, tapes, and texts) varies from an annual $350 per student if there are only two students, to only $167 annually (or about $21 per credit hour) if there are six, and that this figure is not affected by the levels at which the students are studying (e.g. some could be beginners, others in their fourth semester.)[8]

As for students themselves, their enthusiasm for self-instruction is convincingly demonstrated by the 375 responses received to a recent student questionnaire, the results of which are found tabulated below.

June of 1971 now finds us at the conclusion of Phase II of a three-year program of support by the USOE. Under the terms of this program, supplemented by funds left over from an earlier five-year Carnegie grant to New York State, 30 new language offerings received initial subsidies during academic 1969-70, another 14 in academic 1970-71, while in academic 1971-72 support will be given to at least another 12. These 56 programs are in addition to the original 45 initiated in New York State between 1966 and 1970 with the help of the Carnegie Corporation. Over the years, the gratifyingly small attrition among these roughly 100 programs--only seven per cent--has been more than offset by a marked increase in the number of self-instructional languages that many participating institutions have seen fit to add on their own.

Experience has shown that where a program fails to "take," it can be traced to one (or more) of the following causes: (i) gross failure to follow basic guidelines as set forth in the Manual, (ii) loss of the only available tutor, (iii) departure of an able director (reasons: sabbatical, retirement, illness, new job) and his replacement by someone with no real interest in the program (iv) failure to prepare the college to assume budgetary responsibility for the program as outside support phases out,

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[8] Dean Thomas Knipp, coordinator of the Critical Language Program at Kent State University (which offers 9 languages with a maximum space for 270 students), has computed the costs of the Kent program during its first two years as follows: Including texts, tapes and cassette tape-recorders, tutors, examiners, and even the stipend of a graduate assistant to actually administer the program under Dean Knipp's supervision (but excluding hidden costs such as secretarial help, maintenance, space, and utilities), he discovered that during the first year of operation Kent spent $79 per annual credit hour, while in the second year of operation they spent only $25 per credit hour. Next year they expect to spend between $20-25, and thereafter between $15-20, figures roughly comparable to my own estimate involving six students.

(v) overestimated faculty-student support for non-Western area studies (rare). There have also been a few (slightly different) cases in which a language introduced on a self-instructional basis proves so popular that the administration subsequently decides to make a faculty appointment and convert the language to a regular classroom course with open enrollment. In such cases, self-instruction clearly played an important role in bringing the language to the campus in the first place.[9]

Phase II -- Research and Development

During academic 1970-71, the Center for Critical Languages at Buffalo has worked with other institutions to refine the program in various ways: (i) With the help of Carnegie funds and New York State's Office for International Studies and World Affairs (ISWA), I have over the past several years built up a large central library of master tapes at SUNY-Buffalo's Center for Critical Languages, the inventory of which is to be found in Appendix B. I have also put together a resource library of texts, reference grammars, readers and dictionaries in over forty of the uncommonly taught languages, plus bibliographical reference works, information on language and area centers, fellowship opportunities, and the like. Information and advice is freely furnished to virtually everyone, ranging from fellow directors at other participating colleges to the public at large. The weekly volume of inquiries by phone and letter is already fairly heavy, but I feel it is well worth the trouble.

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[9]The colleges that have dropped since 1965 are the following, all of them, interestingly enough, single-language programs only:

Earlham College, Richmond, Indiana (Swahili) - no tutor
Goddard College, Plainfield, Vermont (Swahili)
Montana State University, Bozeman, Montana (Chinese) - became classroom course
Randolph-Macon Woman's College, Lynchburg, Va. (Japanese) - became classroom course
Sarah Lawrence College, Bronxville, New York (Chinese) - became classroom course
State University College/Fredonia, N.Y. (Japanese) - failed to follow format of Manual
West Virginia Wesleyan College, Buckhannon, West Virginia (Hindi) - no tutor

(ii) Extensive experience with cassettes at Kent State University and at Kirkland College has been so favorable that the Center here at Buffalo has acquired a reel-to-cassette high-speed duplicator in order to permit students to use either type of equipment. Incidentally, most students nowadays either own a tape recorder already or can be easily encouraged to buy one, especially of the cassette type. (iii) Last fall, in response to a suggestion put forward by our veteran examiner in Japanese, Dr. Eleanor Jorden of Cornell, seven colleges each recorded one of their routine Japanese tutorial sessions on tape and mailed it to Dr. Jorden for her comments, which she in turn recorded live on the end of same tape for mailing back to the director. These comments, though they cost each institution about $50, were found to be most helpful in correcting deviations from optimal tutorial procedures on the part of both students and tutor, particularly where both were new to their respective roles. This mid semester critique will probably be repeated in future years, at least in Japanese, which is now our most widely offered language nationwide. (iv) There has been some limited but highly effective experimentation with examination by tape and/or long-distance telephone. These time and moneysaving expedients recommend themselves primarily in cases involving only one or two students, located far from the nearest examiner, or an individual make-up exam for a student who was ill or absent on the day of the examiner's regular visit to his campus. A suggested technique for examining by telephone is for the local director, at a prearranged time (evening or weekend) to place a direct-dial phone call to the visiting examiner, identify and introduce the student whom he has with him, then put him on the line. Since both student and examiner will have copies of the same course material before them at opposite ends of the line, even reading fluency can be effectively tested. (v) This year, a student profile and attitude questionnaire was sent out to all participating institutions and a total of 375 replies were received from individual students, a response of about 44%. Though the questionnaire itself and the responses to each question are tabulated fully in Appendix C, I will here mention only the salient patterns that emerged. The five most commonly checked reasons for applying for admission to the program were (1) cultural interest--80%, (2) desire to travel--58%, (3) intellectual challenge--44%, (4) career goals--39%, (5) belief in the growing importance of the non-Western world--39%.

Roughly two of every three participants said they had wished to study a non-Western language prior to applying, and 96% reported that their interest in this language had either increased (64%) or been sustained (32%) since they entered the program.

Over 90% of the students judged the program either very succesful (41%) or at least moderately successful (54%).

Asked to compare their work in the program with their other courses, a majority (54%) of the students claimed it was more rewarding, while another 38% said it was about the same. But on the subject of relative difficulty, opinions varied widely with some saying it was less time-consuming and harder. (Interestingly, it was the latter group that tended also to find the work more rewarding.)

Nine students out of ten felt that the goals of the program (basic mastery of oral skills equivalent to one or more years of formal instruction) are attainable. Given these goals, only 5% felt that not having formal instruction in the language was a severe handicap. Another 21% said it was a moderate disadvantage, another 20% only a slight disadvantage, another 32% said they found it an actual advantage! Over 90% of the students responding favored continuing the program in other years, and some of these even underlined the word YES several times or added exclamation marks. Knowing what they did about the program, 87% of the students said that they would take it over again, while only 1% said they would not. Asked whom they would recommend for such work, 83% checked majors with a cognate (i.e. area studies) interest, 75% checked language majors, 60% said juniors, 59% said sophomores, an equal number (55%) checked seniors and freshmen, while 39% recommended other categories as well. Asked to rank what they considered the most important factors for success in a self-instructional language program, the students put motivation in first place, followed in second place by self-discipline, and by enthusiasm and a "good ear" in third and fourth respectively. As for the most important qualifications of a successful tutor, they were ranked as follows: 1) native command of the language, 2) insight into language-learning problems, 3) patience, 4) enthusiasm.

The student profile revealed that a slight majority of the students responding were female (58%), and that while 58% of the students were concentrated in the expected 19-21 age bracket, ages ranged all the way from over 30 to as young as 12 (a precocious student at Calasanctius Prep School)! Academically there was a fairly even distribution among the four undergraduate years, with slightly fewer freshmen and slightly more sophomores than either juniors or seniors. Only 2% of the respondents were graduate students. Of the 21 languages reported studied by our 375 respondents, by far the most popular were Modern Hebrew (24%), Japanese (23%) and Chinese (22%), followed at a distance by Portuguese (7%), Swahili (5%), Arabic (4%), Hindi (3%), and Italian (3%). Thirteen other languages were listed by from 1-7 students apiece.

Most of the students reporting were on the semester system, under which 71% had completed a first semester level, 45% a second, 16% a third, 7% a fourth, and only 1% had gone beyond. (Since nearly half the language programs have been in existence for two years or less, and since many students do not even enter the program until their junior or senior year, these figures are not at all surprising.) Those who had received grades the previous term reported 113 A's, 82 B's, 17 C's, and 1 D. Roughly 65% of the respondents estimated that they spent a grand total of from 5-11 hours per week on the program (including tutorials), 10% claimed less,

and the remaining 25% more, but I suspect that some of their estimates are highly inaccurate. (One student claimed to be spending 42 hours a week on the program, another only two!) A majority of the students (69%) had been meeting with their tutor 2-3 hours a week, 17% for only one hour, 9% for four, 3% for five, and 2% for six. As for the number of students per tutorial session, most programs appear to be observing the limit recommended in the Manual, namely, no more than four. Most of the students taking Hebrew or Hungarian reported having had some prior exposure to the language either in the home or at school. Only 72% of the respondents reported a definite major (most of the freshmen and some of the sophomores had not yet decided), but those that did declared among them an astonishing total of 69 different majors! As we expected, the social sciences accounted for over half of all the students with declared majors, with the Humanities (including language majors) claiming only 22% and the Natural and Health Sciences about 15%. These figures confirm what has been apparent all along to those involved in the program, namely, that the study of the uncommonly-taught languages serves to undergird the social sciences (history, anthropology, sociology, political science, linguistics, economics, psychology, Asian, African, or Middle Eastern Studies, etc.) rather than divert, for example, the energies of students majoring in French or German literature.

(vi) Because we now have institutions participating in our program that are located all over the U.S.--from Maine to Florida and from coast to coast--it was agreed that this year we would take the first step toward decentralizing the program by holding two regional directors' conferences instead of one. Accordingly, one conference was held May 8 in Burlington, Vermont, for colleges located in New England and eastern New York, while another one was held May 21 at Kent State for western New York, Pennsylvania, and Ohio. (This still did not of course accommodate all the institutions involved, some of which were too widely scattered to enable them to attend this conference or any other, but it was a move in the right direction.) Both of these conferences were attended by directors, some tutors and students, and a number of observers from other interested colleges, and featured reports on the year's activities plus workshops conducted by some of our experienced examiners from Cornell. All phases of the program were thoroughly reviewed and attention focused on problems such as more effective tutor orientation, midterm evaluation, tape duplication, budget matters, publicity, student motivation, feedback, continuity, the quality of tapes and equipment, the relative advantages of cassettes vs. reels, variable credit for varying amounts of material covered, and the best time to begin work on the Chinese and Japanese writing systems.

(vii) At the Kent State conference a thorough discussion by Dr. Eleanor Jorden, our examiner for Japanese, of the problem of tutor orientation led to a proposal, for which funds are now being sought, that a model tutorial, arranged and commentated by Dr. Jorden herself, be filmed or

video taped over the summer in time for duplication and use by all programs in their fall orientation sessions. For this purpose, Kent State's audio-visual staff and facilities were offered at the conference, but the fact that Dr. Jorden and her experienced tutors are in Ithaca, New York, presents a logistical problem which might have to be resolved by using Cornell's own facilities instead. The details are still under discussion.

(viii) At the State University of New York at Buffalo, the Department of Spanish, Italian and Portuguese, of which I am a member, has formally approved for implementation this coming fall a pilot project in which one of our regular sections of beginning Spanish will convert to supervised self-instruction using the techniques proved successful with the uncommonly-taught languages, while four more will make extensive use of native-speaking student drillmasters at a potential net saving to the university of around $7,000 for the year. Work in all five sections will be coordinated by a team of two experienced graduate assistants aided by three student drillmasters who are native speakers of Spanish. If this program succeeds (and I am very confident that it will), then the way will be open for similar economies to be effected elsewhere in our three-language department.

(ix) One particularly interesting feature of the self-instructional 'section' is that it involves the concept of variable credit, a concept often advocated at self-instructional languages conferences in the past but never actually put into effect until now.

In concluding this discussion of the research aspects of this USOE-supported program, I wish to express my conviction that supervised self-instruction is definitely here to stay. I further predict that within a few years it will be a common form of instruction not merely in sparsely enrolled non-Western language courses (where it is the only method that makes economic sense) but, as the budget squeeze continues and more and more colleges make all foreign language study elective, the commonly-taught languages as well.

Respectfully,

Peter Boyd-Bowman, Director
Center for Critical Languages
S.U.N.Y. at Buffalo, New York
June 30, 1971

APPENDIX A

This year, because of the large number of institutions and languages involved, we are presenting our usual summary of reports from individual directors in the following tabular form:

SIP ENROLLMENTS -- SPRING, 1971

Institution	Location	Language	Number of Students
California			
Calif. State College at Hayward	Hayward	Chinese	14
		Hindi	5
Chico State College	Chico	Japanese	8
		Swahili	5
Johnston College	Redlands	Chinese	7
Florida			
University of South Florida	Tampa	Japanese	12
Illinois			
Mundelein College	Chicago	Japanese	6
Iowa			
Central College	Pella	Japanese	5
University of Northern Iowa	Cedar Falls	Chinese	2
		Hindi	1
Kansas			
Ottawa University	Ottawa	Japanese	2
Maine			
Bates College	Lewiston	Portuguese	6
		Japanese**	
		Greek**	
Bowdoin College	Brunswick	Chinese	4
		Danish*	5
Colby College	Waterville	Swahili	4
		Japanese*	
Michigan		Portuguese*	
Hope College	Holland	Serbo-Croatian	3
Kalamazoo College	Kalamazoo	Chinese	3
		Japanese	1
Western Michigan University	Kalamazoo	Arabic	10
		Japanese	10
		Polish	9
		Portuguese	10
		Chinese**	
		Serbo-Croatian**	
			39

Institution	Location	Language	Number of Students
New York			
State Univ. of N.Y./Binghamton	Binghamton	Persian	11
		Swahili	14
		Chinese**	
		Greek**	
State Univ. College/Brockport	Brockport	Chinese	6
		Portuguese	5
State Univ. College/Buffalo	Buffalo	Hebrew	37
		Hungarian	10
		Swahili	33
State Univ. of N.Y./Buffalo	Buffalo	Hebrew	81
		Hindi	3
		Hungarian	9
		Indonesian	2
		Japanese	15
		Persian	6
		Swahili	10
		Thai	2
Canisius College	Buffalo	Chinese	2
		Japanese	1
Colgate University	Hamilton	Chinese	11
		Hebrew	12
		Hindi*	
		Japanese*	
		Swahili**	
Elmira College	Elmira	Chinese	4
		Hebrew	12
		Hindi	1
		Japanese	6
		Greek-modern**	
Fordham University	Bronx	Chinese	5
		Japanese	4
		Swahili**	
State Univ. College/Geneseo	Geneseo	Arabic	3
		Chinese	4
		Portuguese*	
Kirkland College	Clinton	Chinese	7
		Greek-modern	3
		Hebrew	6
		Japanese	3
		Serbo-Croatian	2
		Welsh	2
		Arabic	1
College of Mt. St. Vincent	Riverdale	Chinese	1
		French	2
		Japanese	1
		Spanish	1

Institution	Location	Language	Number of Students
State Univ. College/New Paltz	New Paltz	Hindi	3
		Japanese	15
		Hebrew*	14
State Univ. College/Oneonta	Oneonta	Cairo Arabic	4
		Chinese	6
		Greek-modern	7
		Hindi	1
		Hungarian	1
		Italian	13
		Polish	1
		Portuguese	9
		Swahili	13
State Univ. College/Plattsburgh	Plattsburgh	Chinese	2
		Hebrew	3
		Japanese	3
C. W. Post College	Greenvale, L.I.	Japanese	4
		Portuguese	1
		Hebrew*	
Skidmore College	Saratoga Springs	Chinese	4
		Japanese	4
		Russian	1
Vassar College	Poughkeepsie	Arabic	9
		Hebrew	9
		Japanese	5
		Swahili*	
Wells College	Aurora	Chinese	4
		Japanese	2
		Hindi**	
Ohio			
Baldwin-Wallace College	Berea	Swahili	2
Kent State University	Kent	Arabic	6
		Chinese	13
		Hebrew	12
		Hindi	1
		Japanese	9
		Persian	3
		Swahili	1
		Yoruba	1
Ohio Wesleyan	Delaware	Japanese	3
		Portuguese	6
College of Wooster	Wooster	Arabic	8
Pennsylvania			
Allegheny College	Meadville	Japanese	5

Institution	Location	Language	Number of Students
Franklin and Marshall College	Lancaster	Chinese	18
		Hebrew	33
		Afrikaans, Danish, Greek-modern, Hindi, Irish-modern, Japanese, Portuguese, Swedish, Yiddish, Yoruba	51
Pennsylvania State University	Univ. Park	Dutch	3
		Hebrew	1
		Hindi	1
		Japanese	2
		Swahili	1
		Vietnamese	1
University of Pittsburgh	Pittsburgh	Hindi	1
		Indonesian	1
St. Joseph's College	Philadelphia	Chinese	15
Utah			
Utah State University	Logan	Chinese	7
Vermont			
University of Vermont	Burlington	Chinese	6
		Japanese	9
SECONDARY SCHOOLS		Serbo-Croatian	2
Calasanctius Preparatory School	Buffalo, N.Y.	Chinese	2
		Hindi	5
		Japanese	9
Croton-Harmon High School	Croton-on-Hudson New York	Japanese	3
Garden City High School	Garden City, N.Y.	Japanese	8
		TOTAL:	857

*Converted to regular class instruction
**To be offered in 1971-72 school year

Total Number of Students in Each Language

Hebrew	220	Greek	15	Yiddish	5
Japanese	160	Italian	13	Dutch	3
Chinese	147	Danish	10	Indonesian	3
Swahili	83	Polish	10	French	2
Portuguese	42	Serbo-Croatian	7	Thai	2
Arabic	41	Yoruba	7	Welsh	2
Hindi	27	Afrikaans	5	Russian	1
Hungarian	20	Irish-modern	5	Spanish	1
Persian	20	Swedish	5	Vietnamese	1

APPENDIX B

Inventory of Master Tapes for Courses in the Uncommonly-Taught Languages held by the Center for Critical Languages State University of New York at Buffalo

Amharic (FSI)

5-inch reels	1 side only	Lessons 1-60	61 Tapes	3 + 3/4 IPS	600 ft.

Arabic - Beginning Cairo Arabic (University of Texas, Lehn and Abboud)

7-inch reels	1 side only	Lessons 1-29	17 Tapes	3 + 3/4 IPS	600 ft.

Arabic Dialogues - Beginning Cairo Arabic (recorded at SUNY/B)

7-inch reels	1 side only	Lessons 2-12, 13-19, 13-30	3 Tapes	3 + 3/4 IPS	1200 ft.

Levantine Arabic (FSI)

7-inch reels	both sides	Lessons 1-99	11 Tapes	3 + 3/4 IPS	1200 ft.

Elementary Modern Standard Arabic (University of Michigan)

7-inch reels	both sides	Lessons 1-30	8 Tapes	3 + 3/4 IPS	1200 ft.

Cantonese (Yale)

7-inch reels	1 side only	Book I	10 Tapes	3 + 3/4 IPS	600 ft.

Cantonese (Yale)

7-inch reels	1 side only	Sound Tones	3 Tapes	3 + 3/4 IPS	1200 ft.

Chinese - Beginning (De Francis)

7-inch reels	1 side only	Pronunciation	2 Tapes	3 + 3/4 IPS	1200 ft.

Chinese - Beginning (De Francis)

7-inch reels	1 side only	Lessons 1-24	32 Tapes	3 + 3/4 IPS	1200 ft.

Intermediate Chinese (De Francis)

7-inch reels	1 side only	Lessons 1-24	40 Tapes	3 + 3/4 IPS	1200 ft.

Advanced Chinese (De Francis)

7-inch reels	1 side only	Lessons 1-24	29 Tapes	3 + 3/4 IPS	1200 ft.

Chinyanja (FSI)

5-inch reels	1 side only	Lessons 1-30	30 Tapes	3 + 3/4 IPS	600 ft.

Greek - Modern (FSI)

7-inch reels	1 side only	Lessons 1-23	23 Tapes	7 + 1/2 IPS	1200 ft.

Hebrew (FSI)

5-inch reels	1 side only	Lessons 1-40	73 Tapes	3 + 3/4 IPS	600 ft.

Hindi (Fairbanks - Cornell University Press)

7-inch reels	1 side only	Lessons 1-24	20 Tapes	3 + 3/4 IPS	1200 ft.
Hindi Review Combined			5 Tapes		

Hungarian (FSI)

5-inch reels	1 side only	Lessons 1-24	83 Tapes	3 + 3/4 IPS	600 ft.

Indonesian (Wolff - Cornell)

7-inch reels	1 side only	Lessons 1-29	37 Tapes	3 + 3/4 IPS	1200 ft.

Japanese - Beginning (Jorden)

5-inch reels	1 side only	Lessons 1-35	60 Tapes	3 + 3/4 IPS	600 ft.

Japanese Pop Music

7-inch reels	1 side only	Unit I	1 Tape	7 + 1/2 IPS	1200 ft.

Japanese Lessons and Supplementary Drills (Jorden)

7-inch reels	1 side only	Lessons 4-14	8 Tapes	7 + 1/2 IPS	1200 ft.

Kirundi (FSI)

5-inch reels	1 side only	Lessons 1-29	35 Tapes	3 + 3/4 IPS	600 ft.

Kituba (FSI)

5-inch reels	1 side only	Lessons 1-35	27 Tapes	3 + 3/4 IPS	600 ft.

Korean (FSI)

5-inch reels	1 side only	Lessons 1-35	35 Tapes	3 + 3/4 IPS	600 ft.

Lingala (FSI)

5-inch reels	1 side only	Lessons 1-24	24 Tapes	3 + 3/4 IPS	600 ft.

Malagasy (FSI)

5-inch reels	1 side only	Lessons 1-26	18 Tapes	3 + 3/4 IPS	600 ft.

Persian (FSI)

5-inch reels	1 side only	Lessons 1-12	24 Tapes	3 + 3/4 IPS	600 ft.

Polish (Schenker - Yale University Press)

5-inch reels	1 side only	Lessons 1-25	36 Tapes	3 + 3/4 IPS	600 ft.

Serbo-Croatian (FSI)

5-inch reels	1 side only	Lessons 1-25	39 Tapes	3 + 3/4 IPS	600 ft.

Swahili General Conversation (FSI)

7-inch reels	1 side only	Cycles 1-87	8 Tapes	7 + 1/2 IPS	1200 ft.

Swahili Music

7-inch reels	1 side only		2 Tapes	7 + 1/2 IPS	1200 ft.

Swahili Basic Course (FSI)

5-inch reels	1 side only	Units 1-150	38 Tapes	3 + 3/4 IPS	600 ft.

Turkish (FSI)

5-inch reels	1 side only	Lessons 1-30	52 Tapes	3 + 3/4 IPS	600 ft.

TWI (FSI)

5-inch reels	1 side only	Lessons 1-20	23 Tapes	3 + 3/4 IPS	600 ft.

Vietnamese (FSI)

5-inch reels	1 side only	Lessons 1-11	37 Tapes	3 + 3/4 IPS	600 ft.

Yoruba (FSI)

5-inch reels	1 side only	Lessons 1-69	69 Tapes	3 + 3/4 IPS	600 ft.

APPENDIX C

QUESTIONNAIRE FOR CRITICAL LANGUAGE PARTICIPANTS

1) Why did you first apply for admission to this program? (Check all applicable reasons.)

a) novelty value: 102-27%
b) opportunity to do independent work: 103-28%
c) prestige value: 20- 5%
d) career goals: 146-39%
e) service goals (e.g. Peace Corps): 46-12%
f) cultural interest: 301-80%
g) intellectual challenge: 164-44%
h) interest in method itself: 57-15%
i) belief in growing importance of non-Western world: 147-39%
j) desire to travel: 217-58%
k) other: SEE SUPPLEMENT

2) Why did you choose this particular language? SEE SUPPLEMENT

3) The language now studied was my first (331-90%) or second (35-10%) choice. (If second, the first would have been:) SEE SUPPLEMENT

4) Had you ever wished to study a non-Western language prior to applying for this program? Yes: 254-69% No: 115-31%

5) How does your interest in the language now compare with your interest before you started?

Increased: 238-64% Diminished: 14-<4%
Sustained: 119-32% Wish I'd never started: 3-<1%

Comments: SEE SUPPLEMENT

6) Speaking just for yourself, do you feel the program has been:

Very successful: 155-41% Moderately successful: 201-54%
Not very successful: 18- 5% Not at all successful: 1

Comments: SEE SUPPLEMENT

7) Speaking just for yourself personally, please indicate your opinion as to the effectiveness of the following components in helping you to learn the language.

	Very Effective	Fairly Effective	Ineffective	Don't Know	Not Applicable
Tapes	138-37%	160-43%	31- 8%	25- 7%	15- 4%
Text(s)	194-52%	170-45%	6-<1%	2-<1%	3-<1%
Tutorials	231-65%	81-23%	7-<1%	13- 4%	23- 7%
Weekly quizzes	24- 7%	53-16%	31- 9%	36- 11%	193- 57%
Language tables	17- 6%	24- 8%	13- 4%	53- 18%	191- 64%

Comments: SEE SUPPLEMENT

8) How do you rate your work in this program with your other courses?

more rewarding: 189-54%	harder: 109-39%	more time consuming: 132-45%
less rewarding: 28- 8%	easier: 70-25%	less time consuming: 58-20%
about the same: 131-38%	about the same: 101-36%	about the same: 102-35%

9) Do you feel the goals of the program (providing opportunity for basic mastery of oral skills equivalent to the first year or more of formal instruction) are attainable? Yes: 336-91% No: 21-6% Uncertain: 11-3%

10) Are your career goals changing as a result of your independent language study?

Yes: 53-14% No: 306-83% Uncertain: 11-3%

Comments: SEE SUPPLEMENT

11) What plans do you have for putting your new language skill to use?

a) before graduation: 139-40% - none

b) after graduation: 30- 8% - none

30- 8% - uncertain

Comments: SEE SUPPLEMENT

12) Given the limited goals of the program, do you feel that not having formal instruction in the language has been:

a) a severe handicap: 18- 5%	d) no disadvantage at all: 113-32%
b) a moderate disadvantage: 77-21%	e) an actual advantage: 78-22%
c) only slight disadvantage: 72-20%	

Comments: SEE SUPPLEMENT

13) Do you think the program should be continued in other years?

Yes: 343-93% No: 6-1% Uncertain: 23-6%

NOTE: Several of the yes were very emphatic.

14) Knowing what you do about the program, would you take it over again?

Yes: 324-87% No: 7-2% Uncertain: 41-11%

15) Whom do you recommend for such work? (Check all appropriate replies.)

a) freshmen: 204-55%	e) language majors: 282-75%
b) sophomores: 224-60%	f) other majors with a cognate interest: 311-83%
c) juniors: 224-60%	
d) seniors: 210-56%	g) others: 145-39%

16) What do you think are the 5 most important factors for success in this program? (Rate 5 most important, 4 next most important, etc.) - SEE SUPPLEMENT

17) What, in your opinion, are the 5 most important qualifications of a successful informant or tutor? (Rate 5 most important, 4 next most important, etc.) - SEE SUPPLEMENT

18) Sex: SEE SUPPLEMENT

19) Age: SEE SUPPLEMENT

20) Current academic status

freshman:	70-19%	graduate:	7-2%
sophomore:	98-27%	special:	4-1%
junior:	77-21%	other:	25-7%
senior:	82-23%		

21) Language studied in this program: SEE SUPPLEMENT

22) Circle all levels actually taken in this program, including the current one.

1st semester:	267-71%	1st quarter:	27-7%
2nd semester:	162-42%	2nd quarter:	25-7%
3rd semester:	55-16%	3rd quarter:	14-4%
4th semester:	28- 7%	4th quarter:	5-1%
5th semester:	3	5th quarter:	3
6th semester:	2	6th quarter:	3

23) Grade(s) received in previous term(s): SEE SUPPLEMENT

24) Grade expected in current term: SEE SUPPLEMENT

25) Are you planning to continue? SEE SUPPLEMENT

26) Have you applied for: a summer fellowship (6), overseas travel opportunity (39), a graduate program in non-Western studies (11) related to your study of this language?

Have you been awarded: a summer fellowship (2), overseas travel opportunity (19), a graduate program in non-Western studies (8) related to your study of this language?

Yes: 85-24% No: 277-76%

Comments: SEE SUPPLEMENT

27) Estimate the average number of hours per week you personally spend with: tapes alone, text alone, text and tapes, tutor. - SEE SUPPLEMENT

28) A. Any knowledge of the language prior to entering this program?

Yes: 135-36% No: 240-64%

B. If YES, estimate on a scale from 0 (none) to 5 (native skill) your prior ability in:

	1	2	3	4	5
1) understanding	47-35%	35-27%	22-16%	7- 5%	7-5%
2) speaking	53-39%	35-27%	9- 7%	3- 2%	3-2%
3) reading	36-27%	19-14%	22-16%	16-11%	6-4%
4) writing	33-24%	19-14%	17-13%	10- 7%	6-4%

28) C. If YES, your prior ability was acquired <u>how</u>?

1) foreign travel:		26-19%
2) foreign residence:		31-23%
3) formal study in	(a) elementary school:	35-27%
	(b) secondary school:	22-16%
	(c) another college:	6- 4%
4) heard it in the home:		32-23%
5) other	(a) Hebrew school:	27-19%
	(b) religious school:	20-15%
	(c) service:	3
	(d) self-taught:	2
	(e) friends	1

29) Your current field of major is: SEE SUPPLEMENT

30) Name of your college:

Date:

Please return this unsigned questionnaire to your program director for prompt return to me. I deeply appreciate your thoughtful cooperation in this nation-wide evaluation and thank each one of you for your time and effort.

Peter Boyd-Bowman, General Coordinator
National Program of Self-Instruction in
Non-Western Languages

COMMENTS ON QUESTIONNAIRE FOR CRITICAL LANGUAGE PARTICIPANTS

Question 1 - Other Reasons for Applying to the Program

a) Family background 12
b) Interest in languages 6
c) Personal friendships 3
d) Language requirement 3
e) Necessary for graduate work; research 2

Question 2 - Reasons for Choosing the Particular Language

a) Family background 50
b) Interest in Judaism or in going to Israel 40
c) Interest in language itself 29
d) Interest in culture 23
e) Need it for graduate study 15
f) Going to the country where it is spoken 14
g) Previous acquaintance with language 11

Question 3 - Language of First Choice

French (7), Russian (6), Japanese (4), Spanish (4), Latin (3), Hebrew (2), Swahili (2), Arabic (1), Chinese (1), English (1), German (1), Greek (1), Hindi (1), Thai (1), Turkish (1)

Question 5 - Degree of Interest in the Program

a) "Really enjoy it" 2
b) Interest diminished because of grading system 2
c) Interest diminished because I don't work enough 2
d) Wish there was more competition 1
e) "Wish I'd never started -- mother forced me to take the course" 1

Question 6 - Degree of Success of the Program

a) Disagree with grading system 8
b) Need more conversation with native speaker 4

Question 7 - Effectiveness of Components

a) Having a native instructor is very effective 10
b) Individual class is important 7
c) Have had problems with tapes 6
d) Not enough conversation with tutor 3

Question 10 - Are Your Career Goals Changing?

a) No, but they are being strengthened 8
b) Not yet but it does open possibilities 3
c) Increased interest in linguistics 2

Question 11A- Goals Before Graduation

a) I'm going to Israel 33
b) Speak with family and friends 26
c) Study in country 20
d) Travel 18
e) Going to Japan 16
f) Will spend junior year abroad 8
g) Reading source material in language 5
h) Continuing with the language study 4
i) Independent study program, experiment in international living in Yugoslavia ... 1

Question 11B- Goals After Graduation

a) Travel 62
b) Go to Israel 47
c) Use for graduate study 35
d) Working abroad 26
e) Teaching the language 25
f) Live abroad 15
g) Graduate study abroad 10
h) Use in future job 9
i) Interpreter 7

Question [illegible] Comments on Individual Instruction

a) "Gramm[illegible]metimes confusing without trained instruction."
b) "I can progress at my own speed and there is plenty of individual attention."
c) "No disadvantage provided that the student is sufficiently motivated for self-study."

Question 16 - Most Important Factors for Success in this Program

	1	2	3	4	5
a) self-discipline	18- 5%	35- 9%	63-17%	92-23%	92-25%
b) a "good ear"	41-11%	68-17%	56-15%	35-10%	22- 5%
c) previous success with other languages	50-13%	26- 6%	28- 7%	26- 7%	11- 2%
d) motivation	9- 2%	30- 8%	47-13%	78-21%	132-34%
e) overall academic performance	23- 6%	20- 5%	9- 2%	3-0.8%	2-0.5%
f) adaptability to new situations	42-10%	33- 8%	16- 4%	6- 1%	8- 1%
g) self-confidence	52-14%	51-14%	31- 8%	26- 6%	8- 2%
h) enthusiasm	46-12%	42-11%	59-17%	57-15%	49-14%

Question 17 - Most Important Qualifications of Tutor

a) native command of language	28- 6%	21- 6%	34- 8%	37-10%	159-43%
b) enthusiasm	39-10%	43-11%	64-16%	41-11%	29- 8%
c) patience	38-10%	44-12%	62-16%	71-18%	42- 9%
d) tact	9- 2%	13- 3%	9- 2%	5- 1%	2-0.5%
e) punctuality	6- 1%	4-0.8%	3-0.8%	1-o.3%	0
f) formal knowledge of grammar	22- 6%	22- 4%	20- 5%	21- 5%	4- 1%
g) ability to improvise	35- 9%	39-10%	27- 6%	16- 4%	9- 2%
h) command of English	29- 6%	44-11%	27- 7%	38-10%	4- 1%
i) insight into language learning problems	33- 9%	46-12%	52-14%	60-15%	50-13%
j) warmth of personality	53-13%	31- 8%	19- 5%	17- 4%	13- 3%
k) maturity	10- 2%	6- 1%	5- 1%	5- 1%	2-0.5%

Question 18 - Sex

Male: 156 - 42% Female: 213 - 58%

Question 19 - Age

16 years: 1 - 1% 22 years: 20 - 6%
17 years: 5 - 1% 23 years: 10 - 3%
18 years: 57 - 16% 24 years: 6 - 1%
19 years: 70 - 20% 25-29 years: 20 - 6%
20 years: 65 - 18% Over 30: 12 - 3%
21 years: 72 - 20% Under 16: 20 - 6%

Question 21 - Language Studied in the Program

Hebrew	87 - 24%	Greek	4 - 1%
Japanese	82 - 23%	Serbo-Croatian	2 - <1%
Chinese	80 - 22%	Thai	2 - <1%
Portuguese	26 - 7%	Vietnamese	2 - <1%
Swahili	18 - 5%	Danish	1 - <1%
Arabic	13 - 4%	Dutch	1 - <1%
Hindi	11 - 3%	Korean	1 - <1%
Italian	10 - 3%	Polish	1 - <1%
Hungarian	7 - 2%	Swedish	1 - <1%
Yiddish	7 - 2%	Yoruba	1 - <1%
Persian	5 - 1%		

Question 23 - Grade(s) Received in Previous Term(s)

Grade A:	113 - 51%	Grade D:	1 - <1%
Grade B:	82 - 37%		
Grade C:	17 - 8%	Pass:	8 - 4%

Question 24 - Grade Expected in Current Term

Grade A:	127 - 34%	Grade D:	3 - 1%
Grade B:	79 - 21%	No idea:	150 - 40%
Grade C:	5 - 1%	Pass:	12 - 3%

Question 25 - Are You Planning to Continue?

Yes:	237 - 66%
No:	41 - 11%
Uncertain:	81 - 23%

Question 26 - Additional Comments

a) "This program has done so much for me! Formal instruction failed me, but this program is the greatest!"

b) No idea of available opportunities (3).

c) "The lack of funds for NDFL graduate language fellowships is a shameful reflection of our national priorities."

d) "Will spend a semester in Yugoslavia; includes homestay, independent study-topic 'Serbian attitudes towards federalism in Yugoslavia' -- intensive language training."

e) Going to France with ROSP.

f) I am going to spend 1971-72 school year in Taiwan (student is 12 years old)

g) Have been awarded a $2,500 teaching assistantship in Spanish and Portuguese at the University of Texas at Austin.

h) I am presently applying for funds to purchase the tapes.

i) U.S. Air Force in Japan.

j) Applied for a Vietnamese fellowship.

Question 27 - Average Number of Hours Per Week Spent on Language Study

Total Hrs/Wk.	w/Tapes Alone	w/Text Alone	w/Text + Tapes	w/Tutor	Total Number of Students
1	73-29%	43-13%	35-16%	51-17%	0
2	49-19%	85-27%	47-22%	131-44%	3- 1%
3	44-17%	77-24%	38-18%	76-25%	20- 6%
4	31-12%	43-13%	16- 8%	28- 9%	17- 5%
5	24- 9%	39-12%	17- 8%	10- 3%	28- 8%
6	13- 5%	18- 6%	17- 8%	6- 2%	32- 9%
7	9- 4%	11- 3%	5- 2%		32- 9%
8	5- 2%	8- 2%	2- 1%		38-10%
9	2- 1%	2- 1%	3- 1%		37-10%
10	3- 1%	9- 2%	8- 4%		40-11%
11	1				30- 8%
12	1		1		18- 5%
13					10- 3%
14		1	2- 1%		12- 3%
15		3- 1%	21-10%		7- 2%
16					7- 2%
17					4- 1%
18					6- 2%
19					2-.5%
20					6- 2%
21					3- 1%
22					1-.3%
23					4- 1%
31					3- 1%
42					1-.3%

Number of Students in Tutorial

1 student:	54-20%	7 students:	4- 1%	18 students:	1-.3%
2 students:	45-17%	8 students:	10- 4%		
3 students:	60-23%	9 students:	2-.5%		
4 students:	41-15%	10 students:	9- 3%		
5 students:	22- 8%	11 students:	1-.3%		
6 students:	13- 5%	12 students:	2-.5%		

Question 29 - Current Major

History	30-11%	International Relations	1- <1%
Psychology	29-10%	Journalism	1- <1%
Political Science	23- 8%	Management Science	1- <1%
Biology	19- 7%	Russian Studies	1- <1%
French	18- 6%	Social Welfare	1- <1%
Sociology	14- 5%	Speech Education	1- <1%
Spanish	13- 5%	African History	1- <1%
Elementary Education	11- 4%	African Literature	1- <1%
Languages	9- 3%	African Studies	1- <1%
Economics	8- 3%	Agriculture	1- <1%
Mathematics	8- 3%	American Literature	1- <1%
Art	7- 3%	Asian History	1- <1%
Asian Studies	6- 2%	Biochemistry	1- <1%
Chemistry	6- 2%	Black Studies	1- <1%
Religion	6- 2%	Botany	1- <1%
Anthropology	5- 2%	Chinese Studies	1- <1%
Art Education	5- 2%	Civil Engineering	1- <1%
Speech Pathology	5- 2%	Classical Greek	1- <1%
Government	4- 1%	Classics	1- <1%
Philosophy	4- 1%	Physical Therapy	1- <1%
Art History	3- 1%	Oriental Studies	1- <1%
Education	3- 1%	English Literature	1- <1%
Electrical Engineering	3- 1%	Far East History	1- <1%
Geography	3- 1%	Fashion	1- <1%
German	3- 1%	Food and Nutrition	1- <1%
Linguistics	3- 1%	Forest Watershed Management	1- <1%
Special Education	3- 1%	Geology	1- <1%
Computer Science	2- <1%	History of India	1- <1%
Drama	2- <1%	Home Economics	1- <1%
English	2- <1%	Law Librarianship	1- <1%
Pre-Med	1- <1%	Medical Technology	1- <1%
Russian Literature	1- <1%	Medicine	1- <1%
Slavic Linguistics	1- <1%	Medieval Studies	1- <1%
Social Studies	1- 1%	Music	1- <1%
W. L. R.	1- 1%	Pre-Law	1- <1%
Undecided	49-14%	None	10- 3%

Appendix 3

Council for Intercultural Studies and Programs

(Formerly National Council of Associations for International Studies)

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NATIONAL PROGRAM OF SELF-INSTRUCTION IN CRITICAL LANGUAGES

Annual Report for Academic Year 1971-72

(This program of the Council for Intercultural Studies and Programs is supported by a grant from the Institute of International Studies, U.S. Office of Education. Professor Peter Boyd-Bowman, Director of the Center for Critical Languages, State University of New York at Buffalo, is the coordinator of the program.)

NATIONAL PROGRAM OF SELF-INSTRUCTION IN THE CRITICAL LANGUAGES: ANNUAL REPORT 1971-72

Introduction

Thanks to the little publicized efforts of about a hundred dedicated individuals, a quiet revolution has been taking place in the U.S. over the past ten years in the field of language education.

In the spring of 1972, at nearly fifty colleges and universities from coast to coast, over 1000 men and women were busy learning to speak Chinese, Japanese, Arabic, Swahili or one of twenty-one other languages, for full credit, without classroom instruction of any kind.

Working only with commercially available texts and tapes, and with native-speaking drill-masters recruited from among the thousands of foreign students studying in this country, each was preparing for an intensive end-of-term proficiency exam given by an experienced consulting specialist from language centers like Cornell, Columbia, and the University of Michigan. Thanks to this rapidly expanding concept, it is now possible for bright students to take, without ever leaving their own campus, a 2-3 year sequence of work in a language that would formerly have been completely unavailable to them. And what is even more remarkable is this: even with only 2-3 students in a program, that program pays for itself.

Rationale for the Program

Pioneered ten years ago with USOE support, when this writer was chairman of foreign languages at a small liberal arts college in Michigan, the concept of self-instruction in languages rests on a series of basic propositions:

1) Acquisition of basic language skills requires an enormous amount of individual practice.

2) The practical command of a language is, initially at least, more important than a theoretical understanding of it.

3) Students have different degrees of motivation and ability, and different learning rates. They should not be lock-stepped.

4) Not all students can profit from the study of one of the less commonly taught languages, but those that can and are highly motivated should be given the opportunity to do so no matter where they are attending college.

5) Limited resources of manpower and funding make tiny classes prohibitively expensive. Since a professional language teacher's time is both valuable and limited, his specialized knowledge is clearly employed to better advantage in higher level courses for the more advanced students of literature, culture, or composition, than in monitoring the directed responses of rank beginners.

6) Given that effective elementary language training tends to be both time-consuming and highly repetitious, most classroom activity can be economically replaced by the cassette tape recorder for individual practice and by untrained native speakers for group review and for the individual feedback that no tape can provide. Grammar explanations can be safely left to the textbook.

7) A student who has access to a tape recorder in his own room and can work whenever he feels like it will voluntarily use his tapes far more often and effectively than a student who has to attend a compulsory lab session.

8) Though it is unnecessary to have a distinguished high-salaried specialist in residence throughout the year, it is important that the student's work be professionally evaluated if he is to receive a meaningful grade for the course.

9) Outside evaluation by a nationally known specialist is essential not only in order to keep the program's academic standards above reproach, but also to allow the specialist to recommend exceptionally promising students for language and area center fellowships or for programs overseas.

10) Operating costs are such that once established a sound self-instructional program breaks even with only two students in it.

Given these considerations, there is no real reason why any college in the country which has foreign students on its campus to serve as tutors cannot, if it wants to, offer several of the less commonly taught languages on a self-instructional basis, for full credit, to some of its abler and

better motivated students. The concept has been tested repeatedly and found to work on campus after campus.

'Seed Money'

The steady spread of self-instructional language programs (SILP) since this writer first conceived the idea in 1963 is due in no small measure to generous and farsighted initial support from the Carnegie Corporation and from USOE's Institute for International Studies.

This support, totalling well over a quarter of a million dollars since 1963, was used as 'seed money' to enable interested colleges in various parts of the country to discover for themselves that the concept is indeed a viable alternative to live instruction in the classroom. It also provided this writer, as coordinator and general consultant of this growing constituency, with funds to acquire and evaluate new course materials, experiment with new techniques, locate qualified examiners, prepare questionnaires, collect and disseminate needed information by phone, mail, and word of mouth, to organize conferences, and generally to assist directors in every phase of program administration.*

Growth of the Program

In each of the past seven years the number of self-instructional language programs has steadily risen and so have student enrollments, despite the phasing out of initial support from the outside. In last year's report this writer noted, among other things, that although enrollments in some of the commonly taught languages like French, German, and Russian were definitely declining, the languages of Asia, Africa, and the Middle East were attracting more American students than ever before. He also presented the results of a program-wide poll which showed that students engaged in self-instructional language study have overwhelmingly positive attitudes towards the program and its effectiveness.

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*) The financial side of the operation has been handled all along by the Center for International Programs and World Affairs, N.Y. State Education Dept., Albany, N.Y., whose dynamic director, Ward Morehouse, is now also president of the National Council of Associations for International Studies. The NCAIS has given strong promotional support to our program on a nation wide basis.

That faculty and administrators like it, too, is evidenced by the number of new languages that have been introduced in this manner, without any outside support whatever, at many of the colleges participating in our program and even at some which are not.

Recent Developments

Academic 1971-72, our final year of USOE support, has seen efforts both to refine the program further and to ensure a degree of continuity and coordination in the years that lie ahead.

1) Orientation film

To meet the need for a standard, simple way to orient both native tutors and students in their respective roles in the tutorial, Dr. Eleanor Jorden, the author of the widely used course entitled Beginning Japanese and also a veteran examiner in our program, filmed at Cornell with the aid of local technicians and staff members a 35-minute training movie (using Japanese as a model) called "Do's and Don'ts of the Drill Session." This movie, which has just been produced with program funds, will be available without charge (other than postage and insurance) to members of our proposed National Association for Self-Instructional Language Programs (NASILP). Initially, copies are being deposited with four conveniently located programs that are invited to serve as distribution centers for all programs in their areas: SUNY/Buffalo and C.W. Post College and for the Northeast (where most of the programs are presently concentrated), Kent State University in Ohio (to serve the Middle Western area), and for the West Coast and the Rockies, Chico State College in California. Further copies will undoubtedly be needed as the association expands its membership.

2) Revision of the Manual

This writer's basic manual, Self-Instruction in non-Western Languages: A Manual for Directors, prepared in 1965 for the USOE and since then revised under the sponsorship of the NCAIS, is being expanded to include among other things practical suggestions for students, contributed by some of our veteran examiners, which may also make it useful as a supplementary text.

3) Proposed new tariff for examinations

Because enrollments can and sometimes do vary greatly from program to program in a given language (from as few as one student to as many as 75), and because considerable travel may also be involved for either student or examiner, our previous formula for compensating the latter with a flat

honorarium of $100 per day no longer seems adequate. For very small programs (say just one student, who can be examined in less than one hour) $100 is probably excessive, while for fifteen students it is clearly too little. On the other hand a flat fee of, say, $25 per student would be prohibitive for large programs but not enough to justify the examiner's time and trouble if only one or two students were involved. We have therefore worked out three compromise tariffs which we trust will satisfy all concerned:

(i) If examiner visits campus (with at least an hour's travel time each way): Out-of-pocket expenses, plus $100 minimum for up to 10 individual examinations of 30-60 minutes duration, plus another $10 for each additional examination. (Under this tariff 1-10 individual proficiency tests would earn the visiting examiner $100, 15 tests $150, and so on.

Note: Programs located in the same general area may find it possible to save money (and the examiner considerable time and trouble) by arranging to have their students tested jointly in one location and sharing expenses.

(ii) If students do the traveling and are tested at the examiner's convenience on his own campus (thereby saving him both travel time and effort), $30 minimum for up to three individual proficiency tests, plus another $10 for each additional one.

(iii) For individual make-up tests via long-distance telephone (a direct-dial call put through from the director's own office at a prearranged time, as described in last year's report), we recommend a flat fee of $10 per student. (Though the program would also have to pay for the call itself, there would of course be no travel involved for anyone. Instead, the examiner would agree to promptly mail off to the director a very brief written statement on each student's performance.)

4) Proposed new Association (NASILP)

To ensure continued liaison and information services of the kind hitherto supported by outside funds, a USOE-supported conference is to be held in Buffalo, Thursday through Saturday, December 7-9, for the purpose of forming the National Association for Self-Instructional Language Programs (NASILP), which will elect officers from among the official delegates attending and assess the modest institutional contributions needed to maintain a secretariat. This secretariat will be charged with performing the sort of services provided up until now by the program's originator, coordinator and general consultant Peter Boyd-Bowman, whose well-equipped Center for Critical Languages at SUNY/Buffalo would of course be willing

to maintain these services if invited to do so. Further information on the conference and on our proposed association may be found in Appendix C of this report.

5) Final Assessment

Final assessment of the Office of Education-supported program of self-instruction in critical languages will be the final objective of the December conference mentioned above. We hope, through a series of critical discussions involving both campus directors of self-instructional programs and outside examiners, to identify strengths and weaknesses in the program as it has developed on some 50 campuses. Outside examiners who have been active in the program for the past several years will be asked to make assessments of individual institutional programs as part of this final overall assessment of the program. The final report for the program will include the conclusions reached at the conference and other data assembled over the past three years.

6) Publicity

This year our program, though it has yet to be 'discovered' by TIME or LIFE, has enjoyed more publicity than ever before. The coordinator's annual report for 1970-71 was reprinted in large part in the March 1972 issue of the Modern Language Journal (pp. 163-7), while a report by Prof. Edwin Neville, director of the Chinese and Japanese program at Canisius College, was summarized in Quinto Lingo and resulted in a spate of inquiries from all over the U.S. We understand further from Dick Thompson at USOE that this November's issue of American Education will be featuring a detailed report on our program, prepared apparently by one of the USOE staff writers. Though we have not yet seen it, we hear that it is highly favorable.

7) Workshop for Future Directors

In order to prepare for what promises to soon become a new occupation, that of administering self-instructional language programs, this writer has announced a new graduate course at SUNY/Buffalo (Critical Languages 602) entitled Self-Instructional Language Programs: A Workshop for Directors (4 credits). This semester-long workshop, to be offered this spring to a limited number of graduate students of Spanish, German, Linguistics, etc. from SUNY/Buffalo and elsewhere, is designed to train a cadre of young faculty members to go forth equipped to initiate and direct similar programs in any new language(s) for which there may be a demand at their future institutions.

Economic Advantages of Self-Instruction

Appendix A of this report shows in tabular form the replies given by our program directors to a questionnaire sent out from this office last April. The spectacular increase in language offerings, most of them funded entirely by the colleges themselves, is due not only to the repeatedly demonstrated ability of SILP students to hold their own with students from regular classroom courses, but also to very real economic advantages. To cite an example:

Here at SUNY/Buffalo's Center for Critical Languages all students now buy or share their own inexpensive cassette recorders, which not only frees students from dependence on the language lab schedule but relieves the Center of the burden of maintaining an inventory of costly and constantly depreciating equipment.

This semester, in Japanese alone, the Center currently has 20 students working with two tutors, at four different levels of the language, for a total of 14 small group or individual tutorials a week. Actual operating costs per semester, for Japanese only, are as follows:

14 hours of tutorials/wk. x 16 weeks x $3.00/hour	=	$672.00	
Examiner's honorarium (2 days at $100 per day)	=	200.00	
Examiner's round trip (Buffalo-Cornell), meals, and overnight lodging	=	100.00	
Cassette tape duplication	=	28.00	(est.)
Total operating cost per semester		$1,000.00	
Hidden cost (admin., overhead, secretarial, etc.)		600.00	(est.)
Total cost (actual plus hidden.....)		$1,600.00	(est.)

Even taking into consideration that this is a tax-supported institution with relatively low tuition (average: only $400 per semester), our Japanese program each semester actually earns the State more money in tuition (20 students x 4 semester credit hours x approx. $25 per credit hour = $2,000) than it costs to operate, even with generous hidden costs included.

No language lab facilities are needed (other than a simple cassette and tape duplicator), no expensive dial-access systems, computer terminals, or other hardware which, in terms of the net results achieved, may be luxuries that today's economy will no longer tolerate.

Applicability to all foreign languages

Several of our progressive and economy-minded institutions, noting how little it costs to mount and operate successful self-instructional programs in non-Western languages, are already exploring, very cautiously, the possibility of applying the same technique to some of the more commonly taught languages as well, thereby freeing their often reduced or understaffed language departments to devote more time to students at the higher levels. As general program consultant first for Carnegie (1966-70), then for USOE (1969-72), this writer has gained considerable experience as a troubleshooter allaying the apprehensions of his fellow language teachers, some of whom are apt at first to fear that any self-instruction, even at the elementary level, will eventually put them out of a job. For some of them perhaps it will, but only if they cannot adapt to changing conditions. It is an axiom that nothing can stop an idea whose time has come. This writer firmly believes that self-instruction in foreign languages will prove to be one of them.

Respectfully,

Peter Boyd-Bowman
Professor of Hispanic Linguistics
and Coordinator and General Consultant,
National Program of Self-Instruction
in the Critical Languages

October 4, 1972

APPENDIX A: Self-Instructional Language Programs (1971-72). Enrollments per language, and type of equipment.

INSTITUTION	DIRECTOR	POSITION	LANGUAGES*	EQUIPMENT**
Bates College Lewiston, Maine	Harry H. Steere	Ass't. Prof. French	Grk. 6 Jap. 10 Ptg. 9	Reel Mono Stu.L/R
Bowdoin College Brunswick, Maine	Robert Nunn	Assoc. Prof. Rom. Langs.	Chin. 6 Dan. 6 Ital. 17 Norw. 3	Reel Mono COP Stu.L/R
Cal. State at Hayward Hayward, Calif.	William V. Denardo	Lect. For. Langs.	Chin. 18 Hind. 4	Reel SOP Mono Stu.L/R
Central College Pella, Iowa	Robert M. O'Dell	Ass't. Prof. Hist.	Jap 3	Cass Mono COP Stu.L/R
Chico State College Chico, Calif.	William Pang	Assoc. Prof. For. Langs.	Jap. 7 Swah. 7	Cass COP
Canisius College Buffalo, N.Y.	Edwin Neville	Assoc. Prof. Hist.	Chin. 4 Jap. 1	COP Stu.L/R 4-trk
Colby College Waterville, Maine	Henry Holland	Prof. Spanish	Chin. 6 Ptg. 1 Swah. 7	Cass COP
Colgate Univ. Hamilton, N.Y.	Ross Ferlito	Ass't. Prof.	Chin. 5 Hung. 1	Reel Stu.L/R 2-trk
C. W. Post of Long Island Univ. Greenvale, N.Y.	Richard Auletta	Instr. For. Langs. and Linguistics	Hind. 1 Jap. 13 Ptg. 5	Cass Reel Stu.L/R 2-trk

*Abbreviations:

Afg. - Afghan	Kor.	-	Korean
Amh. - Amharic	MGrk.	-	Modern Greek
Arab. - Arabic	Norw.	-	Norwegian
Chin. - Chinese	Pers.	-	Persian
Dan. - Danish	Pol.	-	Polish
Dut. - Dutch	Ptg.	-	Portuguese
Grk. - Greek	Serbo.-Cro.	-	Serbo-Croatian
Hebr. - Hebrew	Swah.	-	Swahili
Hind. - Hindi	Ukr.	-	Ukrainian
Ital. - Italian	Yid.	-	Yiddish
Jap. - Japanese	Yor.	-	Yoruba

**Equipment

Cass	- Cassette
COP	- College-Owned Portables
SOP	- Student-Owned Portables
Stu.L/R	- Student Listen/ Record
Stu. plbk.	- Student playback
2-trk	- 2 track
4-trk	- 4 track

INSTITUTION	DIRECTOR	POSITION	LANGUAGES	EQUIPMENT
Eisenhower College Seneca Fall, N.Y.	David Murdoch	Dir. Division of Humanities	Jap. 4	Cass COP
Elmira College Elmira, N.Y.	James Mittelstadt	Ass't. V-Pres. for Acad. Affairs	Chin. 2 Grk. 5 Hebr. 7 Hind. 1 Ital. 2 Jap. 4 Russ. 6	Cass COP
Fordham Univ. Bronx, N.Y.	Harvey J. Humphrey	Dir. Lang. Lab.	Chin. 6	Lab Reel
Franklin and Marshall College Lancaster, Pa.	J. William Frey	Chmn. Dept. of Russian	Hebr.3 Erse 8 Jap. 3 Yor. 14 Ptg.14 Yid. 14	Lab Stu. L/R Reel Stu. plbk. 2-trk
Grinnell College Grinnell, Iowa	Velma N. Ruch	Chmn. Langs. and Lits.	Jap. 1	Cass Stu.L/R Lab
Grand Valley State College Allendale, Mich.	E. F. Gearhart	Chmn. Dept. For. Langs. Prof. of German	Arab. 5 Jap. 18 Hebr. 7	Lab Reel
Hobart and William Smith College Geneva, N.Y.	Richard L. Heaton	Assoc. Prof. Religion	Hebr. 7	Cass Stu.L/R COP 2-trk
Hope College Holland, Mich.	H. P. Weller	Chmn. For. Langs.	Serbo.-Cro. 3	COP Reel Mono Stu. plbk.
Kalamazoo College Kalamazoo, Mich.	J. K. Fugate	Chmn. Dept. of German	Chin. 2 Dut. 1 Jap. 4 Swah. 3	Not reported
Kent State Univ. Kent, Ohio	J. M. Manley	English	Arab.7 Jap.22 Chin.38 Pers.11 Hebr.24 Swah.14 Hind.2 Yor. 4	Cass SOP Stu.L/R 4-trk
College of Mount St. Vincent Riverdale, N.Y.	Sr. Josephine Marita	Assoc. Prof. Sp. and Dir. Lang. Lab.	Chin. 2 Viet. 1	Reel Stu.L/R 2-trk
Mundelein College Chicago, Ill.	Sr. Ann Harrington B. V. M.	Instr. French and Hist.	Ptg. 3	Lab Stu.L/R Reel

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INSTITUTION	DIRECTOR	POSITION	LANGUAGES	EQUIPMENT
Univ. of N. Iowa Cedar Falls, Iowa	Raúl Muñoz F. R. Newell	Spanish History	Chin. 1 Hind. 2	COP Reel
Ohio Wesleyan Univ. Delaware, Ohio	Donald Lenfest	Instr. Rom. Langs.	Chin. 6 Jap.15 Grk. 11 Ptg.23 Hebr. 9	Lab 2-trk Reel Stu.L/R
Ottawa Univ. Ottawa, Kansas	M. Kent Mayfield	Ass't. Prof. English	Jap. 7	Cass Reel Lab
Otterbein College Westerville, Ohio	Roger H. Neff	Ass't. Prof. French and Spanish	Jap. 5	Cass 2-trk COP Stu.L/R
Penn State Univ. University Park Pennsylvania	W. LaMarr Kopp	Assoc. Prof. German	Arab. 3 Swah. 2 Hebr.18 Dut. 2 Jap. 6 Viet. 2	COP Stu.L/R Reel 4-trk
Univ. of Pittsburg Pittsburg, Pa.	William Norris	Prof. of Lings.	Arab. 2 Hung. 3 Grk. 2 Afg. 8 Hind. 2 Pers. 1	Lab 2-trk Reel Stu.L/R
St. Joseph's College Phila., Pa.	James Iannucci	Chmn. Mod. Langs.	Chin. 4 Ptg. 2	Cass Mono COP Reel Lab Stu.L/R
Skidmore College Saratoga Springs, N.Y.	Sonja Karsen	Chmn. Mod. Langs.	Chin. 1 Jap. 4 Russ. 8	COP Stu.L/R Mono Reel
SUNY at Binghamton Binghamton, N.Y.	Wm. Nicolaisen	Assoc. Prof. English and Folklore	Chin. 19 Pers.2 Grk. 20 Amh. 7 Swah. 2 Ptg. 1	Cass 2-trk COP Stu.L/R
SUNY at Buffalo Buffalo, N.Y.	Peter Boyd-Bowman	Prof. Hispanic Linguistics	Hebr. 77 Pers.6 Hind. 4 Swah.9 Indon. 1 Thai.6 Jap. 10	COP SOP
SUC at Brockport Brockport, N.Y.	Martha O'Nan	Chmn. For. Langs.	Chin. 12 Ptg.15 Jap. 3 Swah.18 Kor. 1 Ukr. 7 Pol. 7	Lab Reel Stu.L/R
SUC at Geneseo Geneseo, N.Y.	Clifford P. Orwen	Chmn. For. Langs.	Arab. 3 Chin. 2	COP Stu.R/L Mono
SUC at New Paltz New Paltz, N.Y.	Giancarlo Traverso	Ass't. Prof.	Hebr. 26 Hind. 2	Cass Stu. plbk. Lab 2-trk

INSTITUTION	DIRECTOR	POSITION	LANGUAGES	EQUIPMENT
SUC at Oneonta Oneonta, N.Y.	Edwin J. Baxter	Ass't. Prof.	Arab.1 Jap. 1 Chin.10 Ptg.12 Ital.27	Lab Stu.L/R Reel 2-trk
Utica College Utica, N.Y.	Clara Nicholson	Coordinator International Studies	Chin. 7 Hind. 3	Not reported
Vassar College Poughkeepsie, N.Y.	Lewis W. Falb	Ass't. Prof. French	Arab. 5 Hebr. 18 Jap. 5	COP Stu.L/R Reel 2-trk
Univ. of Vermont Burlington, Vt.	Truman M. Webster	Chmn. Dept. Ger. and Russ.	Chin. 5 Jap. 4	COP Stu.L/R Reel 4-trk
Wells College Aurora, N.Y.	Robert G. Marshall	Dir. Lang. Lab.	Chin. 2 Hind. 4 Jap. 5	Lab Reel Mono Stu.L/R
Wittenburg Univ. Springfield, Ohio	Stanley L. Mickel	Ass't. Prof.	Jap. 6	Reel 2-trk SOP Stu.L/R
Utah State Univ. Logan, Utah	Philip S. Spoerry	Assoc. Prof. Pol. Sci.	Chin. 27	COP Reel Mono Stu. plbk.

APPENDIX B

Self-instructional language program (1971-72). Languages ranked according to the number of institutions reporting 1971-72 enrollments:

	Language (at)	No. of Colleges		Language	No. of Colleges
1.	Japanese	25	11.	Dutch	2
2.	Chinese	22	12.	Hungarian	2
3.	Portuguese	11	13.	Russian	2
4.	Hebrew (Mod.)	10	14.	Vietnamese	2
5.	Hindi	10	15.	Yoruba	2
6.	Arabic	9			
7.	Swahili	8			
8.	Persian (and Afghan)	5			
9.	Greek (Mod.)	4			
10.	Italian	3			

Eleven other languages were each reported by one college only: Amharic, Danish, Erse, Indonesian, Korean, Norwegian Polish, Serbo-Croatian, Thai, Ukrainian and Yiddish.

By total enrollment, however, the languages ranked as follows:

	Language	Total Enrollment		Language	Total Enrollment
1.	Chinese	204	15.	Amharic	7
2.	Hebrew (Mod.)	200	16.	Polish	7
3.	Japanese	189	17.	Ukrainian	7
4.	Portuguese	92	18.	Danish	6
5.	Swahili	59	19.	Serbo-Croatian	6
6.	Arabic	53	20.	Thai	6
7.	Italian	36	21.	Dutch	4
8.	Hindi	30	22.	Hungarian	4
9.	Persian (and Afghan)	28	23.	Norwegian	3
10.	Greek (Mod.)	24	24.	Vietnamese	3
11.	Yoruba	18	25.	Indonesian	1
12.	Russian	14	26.	Korean	1
13.	Yiddish	14		Total (all langs.)	1024
14.	Erse	8			

Of 42 colleges that responded,

11 reported	----------	1 language
12 reported	----------	2 languages
7 reported	----------	3 languages
2 reported	----------	4 languages
2 reported	----------	5 languages
5 reported	----------	6 languages
2 reported	----------	7 languages
1 reported	----------	8 languages

As for language enrollments on individual campuses, we found that:

11 reported a language with	----------	1 student enrolled
17 reported a language with	----------	2 students enrolled
8 reported a language with	----------	3 students enrolled
9 reported a language with	----------	4 students enrolled
6 reported a language with	----------	5 students enrolled
11 reported a language with	----------	6 students enrolled
11 reported a language with	----------	7 students enrolled
3 reported a language with	----------	8 students enrolled
4 reported a language with	----------	9 students enrolled
11 reported a language with	----------	10 students enrolled
22 reported a language with	----------	over 10 students enrolled

In all, the 42 colleges reported 1024 students enrolled in 113 individual language programs, all of them self-instructional, for an average of nearly three programs per college.

(APPENDIX B continued)

Further statistics on our 1971-72 SILP offerings.

SELF-INSTRUCTION IN:		SEMESTER (OR QUARTER) (not all colleges gave a breakdown) 1st	2nd	3rd	4th	5th	SUB-TOTALS	TOTAL STUDENTS	No. OF INSTITUTIONS
Amharic	M	-	1	-	1	-	M- 2		
	W	1	-	2	2	-	W- 5	7	1
Arabic	M	12	5	3	1	-	M- 21		
	W	21	5	5	1	-	W- 32	53	9
Chinese	M	104	25	3	-	-	M- 132		
	W	40	18	6	2	-	W- 66	204	22
Danish	M	5	-	-	-	-	M- 5		
	W	1	-	-	-	-	W- 1	6	1
Dutch	M	2	-	-	-	-	M- 2		
	W	1	-	-	-	-	W- 1	4	2
Erse	M	6	-	-	-	-	M- 6		
	W	2	-	-	-	-	W- 2	8	1
Greek (Mod.)	M	9	2	-	-	-	M- 11		
	W	13	-	-	-	-	W- 13	24	4
Hebrew (Mod.)	M	71	17	2	3	3	M- 96		
	W	60	28	7	5	4	W- 104	200	10
Hindi	M	7	-	-	1	-	M- 8		
	W	15	2	1	1	-	W- 19	30	10
Hungarian	M	2	-	-	-	-	M- 2		
	W	2	-	-	-	-	W- 2	4	2
Italian	M	(no breakdown)					M- 18		
	W						W- 18	36	3
Japanese	M	64	20	2	1	1	M- 88		
	W	73	23	1	-	-	W- 97	189	25
Korean	M	(no breakdown)					M- 1		
	W						W- 0	1	1
Norwegian	M	(no breakdown)					M- 2		
	W						W- 1	3	1
Persian (and Afghan)	M	8	3	-	1	-	M- 12		
	W	9	5	1	1	1	W- 16	28	7
Polish	M	(no breakdown)					M- 3		
	W						W- 4	7	1
Portuguese	M	31	9	2	-	-	M- 42		
	W	42	7	1	-	-	W- 50	92	11

(APPENDIX B Continued)

SELF-INSTRUCTION IN:		SEMESTER (OR QUARTER) (not all colleges gave a breakdown)						SUB-TOTALS	TOTAL STUDENTS	No. OF INSTITUTIONS
		1st	2nd	3rd	4th	5th				
Russian	M	2	-	-	-	-	M-	2		
	W	8	4	-	-	-	W-	12	14	2
Serbo-Croatian	M	(no breakdown)					M-	3		
	W						W-	3	6	1
Swahili	M	22	5	-	-	-	M-	27		
	W	23	7	2	-	-	W-	32	59	8
Thai	M	2	2	-	1	-	M-	5		
	W	-	-	-	1	-	W-	1	6	1
Ukrainian	M	(no breakdown)					M-	4		
	W						W-	3	7	1
Vietnamese	M	(no breakdown)					M-	3		
	W						W-	0	3	2
Yiddish	M	4	7	-	-	-	M-	11		
	W	3	-	-	-	-	W-	3	14	1
Yoruba	M	5	4	2	-	-	M-	11		
	W	6	1	-	-	-	W-	7	18	2
		666	200	40	22	9			1024	No. of indiv. SILP's*: 128
		(with the remainder not broken down by level)								

(*One language at one institution, regardless of level or levels being offered.)

Appendix C

September 1972

Background Statement on National Program of Self-Instruction in Critical Languages and Prospectus for Proposed Association for Self-Instruction in Foreign Languages

Over the past eight years the number of colleges and universities offering one or more critical languages on our self-instructional basis has grown from one to nearly 50 and the number of students from eight to well over 800. During this time, first the Carnegie Corporation of New York and then the U.S. Office of Education's Institute of International Studies (through a research grant designed to determine the effectiveness of this approach to learning of critical languages) provided participating institutions both with partial initial support and with the services of a coordinator and general consultant, whose office made available practical information and advice on all aspects of program operation. His office not only put out the "Manual for Program Directors" plus an annual report, but also maintained, for the benefit of participating institutions, a resource library of texts and master tapes in approximately 30 of the less commonly taught languages. It also helped to organize regional and national conferences where local directors could get together and exchange information about teaching and administrative problems and their solutions.

As we all know, the era of outside support is at an end and our 50-college constituency is now faced with the prospect of fragmentation and individual isolation. In order to continue the benefits provided in the past and maintain our common sense of purpose, it has several times been suggested that we form some sort of association that will preserve a measure of continuity in the years to come. This association, whose membership would be institutional but whose actual representatives would logically be the program directors themselves, could provide, among other benefits:

1) A semiannual news bulletin to keep each member informed of self-instructional enrollments nationwide, new language offerings, new course materials, successful teaching and administrative innovations, and the like.

2) Advice from the Center for Critical Languages at Buffalo regarding new course materials, tapes, available examiners, etc.

3) For many languages, a duplicate set of tapes available at cost to a member institution planning to offer that language for the first time.

4) The loan each term, for the cost of postage and insurance only, of a new 35-minute orientation film on "Do's and Don'ts of the Drill Session." (This orientation movie, requested by several of the directors at our 1970 annual director's conference, has since been filmed by Eleanor Jorden at Cornell and should be helpful in familiarizing both students and tutors with their respective roles in the program.)

5) Annual conferences (both regional and national) for directors and examiners to meet with each other and share the benefits of their varied experiences.

A national organization will not only attract the interest of many new institutions not yet acquainted with self-instruction as an effective way to offer the less commonly taught languages, but will also strengthen such requests for outside support, as the elected officers of the association may submit to foundations or funding agencies from time to time.

At our conference on self-instruction in foreign languages, to be held at Buffalo in early December, such a national association will be discussed. Participants in the conference will decide the form that such an association should take. The level of the services that the association can provide to each of its constituent members will of course depend entirely upon the annual dues that are agreed upon at this time, but it is safe to say that institutional membership dues of $100 a year should be able to provide most, if not all, of the benefits outlined above.

Peter Boyd-Bowman
General Coordinator
National Program of Self-Instruction
in Critical Languages

and

Director
Center for Critical Languages
State University of New York at Buffalo

Ward Morehouse
President
National Council of Associations for
International Studies

and

Director
Center for International Programs and
Comparative Studies
State Education Department
University of the State of New York

Appendix D

March 21, 1972

Dear Prof._____,

My secretary, Miss Barbara Schlitzer, has forwarded to me a couple of communications which indicate that you are having a certain amount of trouble at your college having your program accepted by some of your colleagues in the language departments. This is a classic situation which, however, can usually be avoided by the right kind of public relations campaign. Since I am dictating this letter from Madrid rather than from my own office, the thoughts that I have to contribute may reach you in a rather jumbled form, but I hope that there will be enough ideas there that you can at least use some of them.

In the first place, there are now at least 50 colleges and universities, all of them of rather high academic standards, that have now participated in our self-instructional language program for from one year to six years, and in every case, granting the same undergraduate credit as for any other language has always been an absolute requirement for participation in the program. If you will look at the stipulations for participation you will see that academic credit is a sine qua non. And so it should be, because the study of Japanese or Chinese by a handful of select and highly-motivated students is every bit as demanding of time and of intense effort as the study of any of the traditional languages in a more conventional classroom situation.

Yours is one of the few colleges that I have heard about over the past six years where the problem of academic credit has presented any difficulty. The mere fact that the program stipulates the use of a distinguished outside examiner from a major language and area center such as Cornell, Columbia, Michigan, etc. is generally quite sufficient to satisfy even the most doubting Thomas that the standards are going to be at least as high and perhaps higher than those of the institution involved. Over the past several years, students enrolled for credit in our program at various universities and colleges have been highly successful in winning summer fellowships or overseas fellowships given by Stanford, Michigan State, University of Michigan, Columbia, Harvard, Princeton, Hawaii, etc. and they have been accepted into overseas programs in Japan, Taiwan, Egypt, India, and Sub-Saharan Africa, all of which suggests that standards in the program are fully as high as those in regular classes in more conventional situations.

Indeed, one of the most persistent reports that we get from students who start out in our self-instructional program and then at the second or third year level find themselves thrown together with students from other universities during the summer is that they have no trouble at all in holding their own or even excelling in competition with students from regular courses at other institutions. This does not mean to say that this program is invariably successful or that no students ever drop out, or anything of the sort. No program is foolproof, any more than we can guarantee success in more conventional type courses where some students can do poorly or even fail in French, German or Spanish, just as other students can do extremely well. The only claim made is that the student has as good a chance to do well, if his motivation and his ability are sound, as he could if he were in a classroom-taught course. And that therefore, in order to do well and in order to pass, the student has to put forth quite as much effort as he would for any other credit-bearing course.

Appendix D

The ferocious opposition that you report receiving from the three language departments at your college suggests to me immediately that their opposition may be based largely on fear, on a fancied threat to their status or continued survival. If I were back in the States, I would give you a call to find out such things as whether or not your college still has a foreign language graduation requirement, or whether the political or economic situation on campus appears threatening to the three language departments. If your language departments are basically conservative and defensive in outlook, if they cling to traditional ways of language teaching and are afraid of innovations, then as director of the program at your college you have the delicate diplomatic job ahead of you of softening this opposition and winning the support of your colleagues in the language departments, for experience has shown that their acquiescence will be needed if the program is to really thrive on your campus.

From the outset I would suggest that you invite the more progressive members of the language departments to visit some of your tutorial sessions and see things for themselves. I would invite particularly any practitioners of audio-lingual teaching techniques, for these are very close in spirit to the ones that underlie the self-instructional concept. I would allow them to examine the textbooks that you use, including perhaps the Japanese Kana Workbook, and allow them also to talk with your students, particularly if the students are enthusiastic about the program. Try in general to get some of the language people involved and interested in your program. At the same time, you can reassure the foreign language department by pointing out that there is very little conflict of interest between what you are doing and what they are doing.

The number of students seriously interested in Japanese would be minuscule by comparison with those in French, German and Spanish, and is not apt to increase in size in the foreseeable future. Furthermore, language majors are not generally candidates for work in Japanese, and your program, requiring no staff and only a tiny budget, is not competing with the language departments for either faculty or students. If your college still has a language requirement, you might even agree to admit only such students who have satisfied the language requirement already in French, German or Spanish. It wouldn't hurt in the least bit. You can also mention that at most colleges the self-instructional language program not only has the full backing of the regular language departments but that at many institutions the director of the program is himself a professor of Spanish, French or German. With regard to Japanese specifically, Eleanor Jorden happens to be the toughest examiner that we have in any of our languages. She is a veteran examiner who evaluates each term at over twenty colleges and universities, and it is reputed to be quite hard to earn an "A" from her. You have really got to be an outstanding student in order to do well.

Wishing you luck in solving your problem and looking forward to being in contact with you again when I return to Buffalo this summer.

Sincerely yours,

Peter Boyd-Bowman
General Consultant
National Program for Self-Instruction
in non-Western Languages

Appendix 4

A GUIDE TO THE SELF-INSTRUCTIONAL LANGUAGE FILM, "DO'S AND DON'TS OF DRILLING"

35 minutes, 16 mm., black and white, 1972.
Produced and directored by Eleanor H. Jorden,
professor of linguistics, Cornell University.
Information on distribution given below.

The film entitled "The Do's and Don'ts of Drilling" was prepared to demonstrate some of the techniques that have proved useful in the sessions which bring students and native speakers together for oral practice. While the group that was filmed happened to be learning Japanese, the techniques employed are equally applicable to other languages. It is urged that prospective students and drillmasters view this film before, or very soon after, they begin working together.

Notes for viewers of the film

As you watch the film, notice how effortless the performance of the skilled instructor appears to be. This is highly deceptive. The apparent ease with which he handles his class actually reflects extensive training and long and arduous practice. We exhibit such a session as one model of class procedures that are proving effective.

Here is a checklist that will suggest what you should be sure to notice as you watch the film:

1) Timing

The unskilled drill-leader constantly breaks whatever momentum has been created by wasteful periods of silence: silence while he puzzles over unfamiliar material on the printed page, silence while he thinks about what to do next, silence while he waits too long for a student to answer. And in an attempt to make things easy for the student, he speaks his language abnormally slowly and with unnatural intonation.

The skilled drill-leader establishes and maintains a rapid pace that keeps every student alert and constantly challenged. He always speaks his language at a normal speed.

2) Providing the model

The unskilled drill-leader furnishes one model utterance for the first student, and then lets the remaining students imititate each

other. He thinks that if the class has gone through material once or twice, the students can be expected to know it.

The skilled drill-leader knows that foreign language material must be repeated many, many times before it is internalized by the student. Therefore, during the learning stage, he repeats before each student recites, and he goes over the same material countless times.

3) Correction

The unskilled drill-leader constantly fails to hear student errors, largely because he is busy preparing his own next utterance. But even if he does hear them, he lets them go by without correction. It is not uncommon to hear an inexperienced instructor say, in effect: "After all, if a student is trying, why frustrate and embarrass him by correcting him?"

The skilled drill-leader is able to listen to his students without destroying his own timing. He hears and corrects all errors. He works with an individual student who has made an error until it is corrected or until the student is obviously bogging down. He then moves on, making it clear to the student whether or not his subsequent performance has been satisfactory. He will later return to the same student with the same stimulus to check him out again (and correct him again if necessary). He knows that only persistent correction will bring prompt improvement.

4) Variety

The unskilled drill-leader doggedly drags through a given segment of materials, constantly ignoring opportunities for introducing variety. He forgets that language teaching calls for imagination and spark.

The skilled drill-leader makes the class lively and interesting. He varies his techniques within a given hour, moving from memorization to drill and controlled conversation. He introduces visual aids at every opportunity. He introduces substitution items in a given conversation to keep his students challenged.

5) Control of teaching materials

The unskilled drill-leader usually keeps his eyes glued to the textbook in order to be able to proceed. Unconsciously he is teaching reading pronunciation in a spoken drill class. If he does venture outside of the printed material, he introduces various

structures and vocabulary that have not yet been learned. Communication breaks down and frustration and annoyance build up. Students try to incorporate the new items into their inventory, but since these words are not drilled systematically, they tend to be forgotten almost immediately.

The skilled drill-leader is thoroughly familiar with the material he is teaching and what has already been taught. He uses the textbook in class only as necessary. As much as possible he speaks his language rather than reading it. These are drill classes in the spoken language, and it is essential that students feel they are indeed communicating with each other by speaking.

6) Use of the foreign language

The unskilled drill-leader makes the mistake of thinking that he can teach students how to speak a foreign language by talking about it in English. He thinks he can make them learn more by introducing lists of additional vocabulary. Even if he uses his native language for drilling, whenever he wants to communicate directly with his students he resorts to English. There is absolutely no foreign atmosphere in the classroom, and every class hour is a mixture of two languages.

The skilled drill-leader realizes that his students are trying to learn a foreign language with only limited live exposure to a native speaker. There are unlimited opportunities to read about foreign countries and their languages and to listen to tapes. But only the drill hours provide an opportunity for communication in the foreign language, and for correction. Accordingly, he speaks his language constantly-- not only to drill, but also to communicate, and he corrects relentlessly in order to improve his students' performance.

Now you are ready to watch some filmed drill hours, and to observe one session that reflects the kind of skill and motivation and team effort that result in effective foreign language learning.

Notes on distribution of the film

The film is available on loan to members of the National Association of Self-Instructional Programs through the office of the executive secretary of the association (Professor Peter Boyd-Bowman, Center for Critical Languages, State University of New York, Buffalo, N.Y. 14214) for the cost of insurance and postage only.

The film is also available on loan on the same basis to members of NASILP and other interested institutions from the following:

William Pang, Director
Critical Languages Program
Chico State College
Chico, Calif. 95926

T. M. Manley, Director
Critical Language Program
Kent State University
Kent, Ohio 44242

Richard Ualetta, Director
Program in Critical Languages
Foreign Language Dept.
C. W. Post College
Long Island University
Greenvale, N.Y. 11548

In addition, prints of the film may be purchased at cost ($277.20 each) from the Cornell University Photo Science Studio, Ithaca, N.Y. 14850, or copies may be secured on videotape from the New York State Education Department. Videotape copies are available in the following formats: 1- and 2-inch Ampex, 1/2-inch EIAJ-I, and U-Matic Cassette. Orders must be accompanied by raw tape for dubbing; there is also a $37.50 service charge for dubbing for requests outside New York State (no charge for institutions in New York State). For complete ordering procedures and forms, write to:

Bureau of Mass Communications
State Education Dept.
Education Building Annex
Albany, N.Y. 12224

Appendix 5

National Council of Associations for International Studies

Editorial and Distribution Office
Foreign Area Materials Center
11 West 42d Street
New York, New York 10036

Please address reply to:
Center for International Programs
and Comparative Studies
State Education Department
99 Washington Avenue
Albany, New York 12210

December 6, 1971

Conference on Independent Study of Critical Languages, Cornell University, Ithaca, New York, November 19-20, 1971

A Minutes on the Discussion

The following are the principal conclusions reached in the Conference on Independent Study of Critical Languages held at Cornell University on November 19-20. A list of participants in the Conference is given at the end of this minute.

1. The academic value of independent study of critical languages must be legitimized through "standardized" examining procedures under the auspcies of some established and widely recognized and accepted system of external examination such as the New York State Education Department College Proficiency Examination Program (CLEP). Ward Morehouse is to continue discussions with Judith Safranko and others concerned in CPEP in order to explore the development of suitable examining procedures for independent study of critical languages, perhaps beginning with the languages most widely taught under the program (Chinese, Japanese, Hindi, and Hebrew).

2. Closely related to the preceding point is the need for refining and "standardizing" the examining process for languages taught under the independent study of critical languages program, probably beginning again with the languages most widely studied under the program. Examinations might well be developed for different levels of achievement (for example, after completion of five units or ten units or twenty units of a particular course of language study). This would enable students to progress at their own individual rate of speed, sitting for an examination at a particular level whenever they felt ready to do so. As the numbers of students and institutions participating in the program increase, more use will have to be made of taped examinations since it will not be possible for examiners to examine individually a very large numver of students at a number of different campuses. John McCoy, Eleanor Jorden, and James Gair at Cornell are to explore next steps in this connection.

3. An interinstitutional association for the independent study of foreign languages should be established as a means of encouraging further development of the program, sharing experience among the institutions now participating in the program, and in general, facilitating communication about this approach to the study of critical languages among those now engaged in such study, as well as those who become interested in developing programs of independent study in the future. The Center for Critical Languages at Buffalo is the logical secretariat for such an association. The next steps are for Ward Morehouse to discuss this matter with the National Council of Associations for International Studies Board of Directors, seeking their endorsement of the idea, and then for an "organizing committee" under the leadership of Edward Neville, Coordinator of the Critical Languages Program at Canisius College, to be formed, with invitations to institutions to join the association coming from the "organizing committee." Some kind of modest institutional membership fee should be established (perhaps $50) to defray the costs of a newsletter or some other form of communication within the association and periodic meetings of institutional representatives who would presumably be in the ordinary course of things campus directors of programs of independent study of critical languages.

4. The importance of more extensive orientation materials was stressed. Two steps are to be taken in this connection. A film of a "model" tutoring session is to be prepared at Cornell University by Eleanor Jorden, assuming that approval, which has been requested, is forthcoming from the U.S. Office of Education for an amendment to the grant agreement between the U.S. Office of Education and NCAIS. The manual for directors of independent study of critical language programs, prepared by Peter Boyd-Bowman and issued under NCAIS auspices, is to be revised. Peter Boyd-Bowman is to send out copies to all campus coordinators of critical language programs and examiners, requesting comments or revisions, which are to go to Professors Gair, McCoy, and Jorden at Cornell. The draft of a revised version will then be sent to Professor Boyd-Bowman, who will by that time be on sabbatical leave in Europe, for further adjustments and final review prior to being reproduced under NCAIS auspices.

5. Existing language study materials need some revisions and adaptation to make them more suitable for use by students working independently instead of in a conventional classroom situation. In most cases, this revision and adaptation can be done with relatively limited investment of time and money--perhaps support for a summer for a faculty member in the language concerned or use of such a faculty member along with those teaching and research assistants concerned with the language at a particular university center for study of that language. Again, it seems most logical to start with the languages most widely studied under the program of independent study

of critical languages--particularly Chinese, Japanese, and Hindi. James Gair, John McCoy, and Eleanor Jorden are to draft concrete research proposals under the Language Research Program of the Division of Foreign Studies, U.S. Office of Education, while Ward Morehouse will attempt to contact the Director of the Language Research Program, and Richard Thompson, Director of the Division of Foreign Studies, and others, all of whom have taken an active interest in the Program of Independent Study of Critical Languages.

6. Examiners under the Program of Independent Study of Critical Languages also perform a critically important "technical assistance" function, particularly when the program is newly established for the first time on a college campus. That is to say, by sitting in on a tutoring session and by talking directly with the students in the program, an examiner is often able to identify difficulties which need to be corrected before the program proceeds much further. This suggests that the pattern of visitation by a language examiner, especially if taped examinations are more widely used in the future, would change. During the course of the first semester, the examiner would visit different campuses to review the status of the program, perhaps if any students were ready, conducting examinations for them at whatever level of achievement they had reached. But subsequent examinations might then be conducted through the use of tape without a further campus visit by the examiner unless the taped examinations revealed some particular problems at an institution.

7. The need for legitimizing and "upgrading" the role of the campus coordinator or director of a critical language program was emphasized. Faculty development opportunities such as the proposed overseas seminar in India, China, and Japan next summer (being organized as a National Council project under the leadership of Professor George Little of the Vermont Council of World Affairs and the University of Vermont) should contribute toward this end. Institutional affiliation with the proposed association for the independent study of critical languages should also assist. Efforts need also to be made to communicate with academic decision makers in undergraduate institutions such as deans and department chairmen.

8. It was agreed, in view of the foregoing, that a broader "informational effort" about the program should be undertaken. As the first step, Edward Neville has agreed to prepare an article about the program which Ward Morehouse will undertake to place in an appropriate higher education journal where it will hopefully be seen by such academic decision makers as those to whom reference was made in the preceding point. Reprints of this article can also be circulated widely, along with the revised manual a recent annual report on the program, and other materials in an effort

to give greater visibility to the program. This program should also be discussed at regional and national meetings concerned with higher education. As one step in that direction, Ward Morehouse is on the program for the Annual Meeting of the Association of American Colleges in Washington in January and will discuss the program in his presentation on the current status of international studies in American undergraduate education. In order to gather material for this article, as well as to facilitate the revision of the manual, Peter Boyd-Bowman and Edward Neville are to work out a joint communication to campus coordinators of independent language study programs.

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Appendix 6

CONFERENCE ON THE NATIONAL PROGRAM OF SELF-INSTRUCTION IN CRITICAL LANGUAGES

Sponsored by the Council for Intercultural Studies and Programs (Formerly the National Council of Associations for International Studies), and The Center for International Programs and Comparative Studies, New York State Education Department

Hosted by the Center for Critical Languages, State University of New York at Buffalo

December 7-9, 1972

The primary objective of this conference is to evaluate the progress achieved over the past nine years, to discuss current innovations and to chart the direction our efforts should take in the future.

Our second objective is to form a National Association of Self-Instructional Language Programs (NASILP) to provide the organizational framework our constituent programs need, now that outside support has terminated.

The National Program of Self-Instruction in Critical Languages has been assisted with financial support provided by the Institute of International Studies of the U.S. Office of Education to the New York State Board of Regents on behalf of the National Council of Associations for International Studies (now Council for Intercultural Studies and Programs). The National Program has grown out of a Statewide program supported by the Carnegie Corporation of New York, which also assisted in the process of expansion from a Statewide to a nationwide program.

THURSDAY, DECEMBER 7, 1972

4:30 P.M.	Registration - Charles Room (2nd Floor, Norton Student Union) Bar service available in adjacent Tiffin Room.
6:00 P.M.	Dinner - Norton 240-248 (across from the Charles Room)
7:00 P.M.	Welcome and Introductions Keynote address Brief remarks by Ward Morehouse (program director), Peter Boyd-Bowman (program coordinator), Eleanor Jorden (Cornell), George Little (Vermont), Lamarr Kopp (Penn State), Ed Neville (Canisius), Edna Coffin (Michigan).
9:30 P.M.	Reception - Center for Critical Languages, 7 and 24 Crosby Hall.

FRIDAY, DECEMBER 8, 1972

9:00 A.M. Sharp	Business meeting - Norton 233
10:00 A.M.	Proposal for National Association of Self-Instructional Language Programs (NASILP) - Organization, membership benefits, secretariat, annual dues, possible affiliation with ACTFL/Nomination of organizing committee. Discussion leaders: James Gair (Cornell), George Little (Vermont), Peter Boyd-Bowman, Ward Morehouse.
10:00 A.M.	Short coffee break. (At this point the organizing committee will proceed to Room 232 across the hall to begin drafting its recommendations.)
10:15-10:45 A.M.	Introduction of new delegates. Reports by program directors. Discussion.
10:45-11:45 A.M.	Visit to SUNYAB's Center for Critical Languages (24 Crosby Hall), where delegates may examine course materials in various languages, see the Center's cassette duplicating system, observe some live tutorial sessions, and exchange ideas with both tutors and students.

FRIDAY, DECEMBER 8, 1972

12:00 Noon	Luncheon - Norton 233
1:30-3:00 P.M.	New Programs - Norton 233
3:00 P.M.	Coffee
3:00-5:00 P.M.	Norton 233 - Organizing committee returns to present its recommendations for [illegible]LP, membership, by-laws, slate of officers - discussion. Registration of members. Election of officers.
6:00 P.M.	Cocktails. Bar service available in Tiffin Room.
7:00 P.M.	Dinner - Norton 240-248
8:30-9:30 P.M.	Business. Discussion of evaluation techniques and honoraria. Plans for program evaluation.
9:30-11:00 P.M.	Reception - Punch Party - Center for Critical Languages, 7 and 24 Crosby Hall.

SATURDAY, DECEMBER 9, 1972

9:15-10:30 A.M.	Norton Conference Theatre (main floor). Preview of student-tutor orientation film produced by Dr. Eleanor Jorden at Cornell. Dr. Jorden will introduce the film and answer questions about it.
10:30-12:00	Norton 233 - Final business meeting. Ward Morehouse and Mrs. Marjorie Horn to confirm the arrangements for program evaluation.
12:00 Noon	Lunch in Tiffin Room (next to Norton 233)

CONFERENCE ON THE NATIONAL PROGRAM OF
SELF-INSTRUCTION IN CRITICAL LANGUAGES

December 7-9, 1972

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Appendix 7

Checklist for CLP Evaluators

Name of College: Name of Director: Date of Visit:

Languages in Program: Type of Academic Calendar (circle one): sem. qtr. 4-1-4 trimester

Male and female enrollment at each level:

Languages	1st term	2nd term	3rd term	4th term	5th term	total
	M / F	M / F	M / F	M / F	M / F	M / F
	M / F	M / F	M / F	M / F	M / F	M / F
	M / F	M / F	M / F	M / F	M / F	M / F
	M / F	M / F	M / F	M / F	M / F	M / F

How many semester (qtr.) hours are given for each year's study of a language? ____

Admission criteria used:	yes	no	sometimes
1. Personal interview with director?			
2. Modern Language Aptitude Test?			
3. Academic standing (e.g. grade point average, honors)?			
4. Previous performance in other language courses?			
5. Recommendation from deans, etc?			
6. Are freshmen allowed?			
7. Does program fulfill language requirement?			
8. Do you exclude former native speakers?			

Tutors:

Name	Male or Female	Age	Status (e.g. soph; fac. wife; grad.)	Language for which hired

Rating on scale 0-5 (best)

Command of Language	Personality	Enthusiasm	Rapport with Students	Performance in tutorial (if observed)

Students:

Estimated average hours per week spent working with tapes: _____

Estimate general morale (circle one): very low low O.K. high very high

Attitude towards:	very negative	negative	average	positive	very positive
language					
tutor					
tapes					
text					
overall program					

Type of equipment used by students: reel or cassette? fixed or portable?

Equipment: owned by college? student?

or

rented by college? student?

Tapes owned(by): language lab program itself students commercially

Tapes copied(by): language lab program itself students commercially

Tutorials: How many hours per week does each student get? one two three four more than four

What is the average number of students per tutorial? one two three four more than four

Are tutorials formally scheduled? yes no

Where are tutorials held? classroom small conference room lounge office language lab dorm other

Orientation	For Students		For Tutors	
Movie	yes	no	yes	no
Demo	yes	no	yes	no
Stenciled handouts	yes	no	yes	no
Director monitors tutorials	yes	no	yes	no

Other: _____

Examiners:

Name	Title	Home Institution	How is Honorarium Computed?	Type of exam (oral, written, indiv., group, etc.)

Appendix 7 continued

NATIONAL ASSOCIATION FOR SELF-INSTRUCTIONAL LANGUAGE PROGRAMS

CONSTITUTION

I. Name, Purpose and Membership

1. NAME: The organization shall be known as the National Association for Self-Instructional Language Programs (NASILP).

2. PURPOSE: The object of the Association shall be to encourage institutions to participate in enriching and expanding their language offerings through self-instructional programs, and to further the common interests of the participants in such a program.

To this end the Association will:

A. provide a secretariat or resource center for materials and consultation;

B. stimulate regular communications through bulletins and conferences;

C. establish a clearinghouse for the examination and evaluation process;

D. promote the development of innovative materials and techniques for self-instruction in languages.

3. MEMBERS: The members of the Association shall be such institutions or individuals as may be admitted to membership in the manner provided for in Section I.5 hereof.

4. CLASS OF MEMBERSHIP: The Association recognizes the following classes of membership in the Association.

A. Eligible for Regular Membership are:

Institutions (universities, colleges and high schools) which are involved in the offering of language instruction through self-instructional programs. Each member institution that has paid its annual dues for the year shall be officially represented for purposes of communications, elections and all other association business by a single individual, normally the one having prime responsibility for a self-instructional language program on the institution's campus.

B. Eligible for Affiliate or Honorary Membership are: individuals connected with advisory and consultative groups such as ACTFL (American Council for the Teaching of Foreign Languages), CISP (Council for Intercultural Studies and Programs), NAFSA (National Association for Foreign Students' Affairs), CAL (Center for Applied Linguistics), FSI (Foreign Service Institute), USOE (United States Office of Education), language and area centers, etc., who are professionally concerned with language teaching or with self-instructional language programs.

C. Membership benefits. Member institutions in good standing are eligible to receive the following benefits:

1) An annual or semi-annual news bulletin to keep each member informed of self-instructional enrollments nationwide, new language offerings, new course materials, successful teaching and administrative innovations and the like.

2) Free advice from the Executive Secretary regarding new course materials, tapes, available examiners, etc.

3) For many languages, a duplicate set of tapes available at cost to a member institution planning to offer that language for the first time.

4) The loan each term, for the cost of postage and insurance only, of a specially produced orientation film entitled "Do's and Don'ts of Drilling."

5) Annual conferences (both regional and national) for directors and examiners to meet with each other and share the benefits of their varied experiences.

It is further expected that this will not only attract the interest of many new institutions not yet acquainted with self-instruction as an effective way to offer the less commonly taught languages, but will also strengthen such requests for outside support as the elected officers of the Association may submit to foundations or funding agencies from time to time.

5. ADMISSIONS: Applicants satisfying the conditions set out in Section I.4 hereof may be admitted to membership in the Association in the appropriate class of membership, by action of the Executive Board or in such a manner as they may direct. Admission to institutional membership depends upon payment of annual dues. The amount and manner of payment of the same shall be determined by the Executive Board, but has been set initially at $100 per annum.

6. VOLUNTARY WITHDRAWAL: Any member may withdraw from the Association on a date specified by written notice given to the Secretariat of the Association. Upon the date so specified such member shall cease to be a member of the Association and all his rights and obligations in respect to the Association shall terminate (except for those accrued prior to date specified).

7. TERMINATION OF MEMBERSHIP OR SUSPENSION: Membership in the Association may be terminated or suspended for non-payment of dues, or for activities such as the Executive Board may deem contrary to the best interests of the Association, by resolution of the Executive Board.

II. Meeting of Members

1. ANNUAL MEETING: The annual meeting of the members of the Association for the transaction of business as may properly come before such meeting shall be held at such time and place as may be decided by the Executive Board.

2. SPECIAL MEETINGS: Special meetings may be called at any time by order of the Executive Board of the Association.

3. PLACE AND TIME OF MEETINGS: The time and place for each meeting of the members of the Association shall be specified in a communication sent to all members, at least 60 days before the meeting.

4. ORGANIZATION: The President or any other member of the Executive Board shall be chosen to act as chairman at any given meeting.

5. VOTING: At each meeting of the members of the Association, each regular member present shall be entitled to cast one vote on any and all matters before the meeting. All matters shall be decided by the affirmative vote of a 2/ majority of the regular members of the Association present at such meeting and entitled to vote at the meeting.

III. The Executive Board

1. DUTIES AND RESPONSIBILITIES: The property and affairs of the Association shall be managed by an Executive Board, the members of which are elected by the general membership, and serve without compensation.

2. NUMBER OF MEMBERS:

A. Elected Members. The Board will consist of nine elected members (three of whom are Officers of the Organization).

B. Appointed Member. The Executive Secretary, who is appointed by the Board, will serve as ex officio member.

3. TERM OF OFFICE: Initially, members of the Executive Board in office shall be divided into two groups. The members of the first group serving for a two year term, those of the second group for only one year. Beginning with the second year, all vacancies will be filled for a two year term.

Any unexpected vacancy on the Executive Board may be filled by the members of the Association at the next annual meeting. Terms of office will begin effective September 1 of the year following the election of the Board members.

4. MANNER OF ELECTION: There shall be a Nominating Committee consisting of the President and four members elected by the membership at the annual meeting from among those present.

The Nominating Committee shall nominate at least two persons for each vacancy occurring on the Executive Board, and balloting will be conducted by mail, and shall provide the opportunity for write-in ballots.

IV. Officers

1. NUMBER: The Executive Board shall elect a President, a Vice President, and a Treasurer for a term of two years to be chosen from among former members of the Executive Board. The Executive Board shall appoint annually an Executive Secretary to serve as ex officio member of the Board.

2. THE PRESIDENT shall preside at all meetings of the members of the Association and Executive Board and may call any such meeting other than the annual meeting of the members. The President shall appoint Conference Program Chairmen to organize programs for the meeting of the Association. The President shall have general supervision over the affairs of the Association, subject to control of the Executive Board.

3. THE VICE PRESIDENT shall fulfill all duties of the President in the event that the President is unable to discharge his/her duties and automatically succeeds him/her as President when the latter's term expires.

4. THE TREASURER shall have the care of all the funds of the Association, receive and give receipts for moneys due to the Association, have charge of the disbursement of the funds of the Association, and keep records of all moneys received and paid on account of the Association.

5. THE EXECUTIVE SECRETARY: The unpaid Executive Secretary appointed by the Executive Board (and an ex officio member of it) shall be responsible for the day-to-day operation of the secretariat (see V) and for implementing the policies of the Board to the best of his abilities. Supported by funds specifically allotted to him for that purpose (and for which he will render an annual accounting), he will seek to collect, edit and periodically disseminate in news bulletins information relating to the Association, to maintain an up-to-date library of master tapes and other instructional materials, to accede to requests from member institutions for advice or assistance in improving or expanding the self-instructional language program on their campus, and to assist in organizing such conferences and meetings as the Board shall from time to time decide upon. He will also carry on correspondence on the Association's behalf and promote and publicize NASILP in every way he can.

V. Headquarters of the Association

The headquarters of the Association, to be known as the Secretariat, shall be on the campus designated by the Executive Board, usually that of the Executive Secretary.

VI. Fiscal Year

The fiscal year of the Association shall be the period of January 1 to December 31 inclusive.

VII. Ratification

This constitution will become effective upon ratification by all the members of the Executive Board and is subject to amendment at the first annual meeting.

5/1/73